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ABSTRACT

Prepared for discussion at an Adult Education Research Conference, this paper offers commentary and summative evaluation of eleven doctoral dissertations on the process of determining educational or training needs of specific adult populations. As context for discussion Joe Ellis' definitions of needs--Felt, Real, and Education--are noted along with Malcolm Knowles' list of four basic references used to determine needs: (1) as perceived by the learner; (2) as prescribed by the employer, licensing board, professional association, or legislation; (3) as conceived by professionals in the field; and (4) as competencies desired by the clientele being served by the learner. For each dissertation, author abstract and instrument(s) are appended. Topics are backgrounds of adult educators in Franklin County, Ohio; continuing medical education needs as perceived by Ohio physicians; police educational needs; Kentucky homemakers preferences for Home and Family Living course content; insurance agents' continuing education needs; needs of personnel administrators in higher education; needs of older adult members of the Brethren Church of Ohio; inservice training needs of Jewish Center workers; needs of personnel serving the elderly; probation officers' needs; and Georgia state Agriculture Department employees' needs. (CP)

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ADULT EDUCATION RESEARCH CONFERENCE

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SAN ANTONIO, TEXAS

SYMPOSIUM

PROCESSES FOR DETERMINING EDUCATIONAL NEEDS OF ADULTS

BY

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PROCESSES FOR DETERMINING EDUCATIONAL NEEDS OF ADULTS

Dissertations completed by doctoral students have at least two purposes. One is that doing the research and reporting it will be an intensive learning experience for the graduate student. It is hoped the knowledge acquired by the student during course work and other learning experiences will culminate in a work which will not only exhibit the ability the student has, but also fulfill the second purpose, which is to contribute in some way, large or small, to the fund of knowledge the field of study professes.

The research reported in the dissertations which are the subject of this symposium fulfills both of these purposes. A criterion related to the second purpose is that the research might be helpful to practitioners within the field. It is this last criterion which is met by the research done by eleven graduate students whose dissertations are summarized and reported in this paper. The general topic has been the determination of educational needs of adults. The major emphasis has been the process by which those educational needs might be most effectively determined.

The interests of graduate students which lead them to select certain researchable questions for their research are determined in a number of ways. Often, the questions arise from course work, or other intellectual stimulation which is acquired during their period of graduate study. Sometimes, their research is determined by research projects on which they work while they are students and which are shared with their professors. In other cases, they choose favorite topics of professors because of the enthusiasm which they catch from them. The researchable area or question may be determined by a combination of all these factors, plus an interest which the researcher may carry from his/her own period of practice as an educator of adults prior to or during graduate study.

It is safe to say that the dissertations reported here represent all the above reasons to one degree or another. Nine of the eleven researchers had enjoyed substantial periods as practitioners of adult education before beginning their doctoral work. Their major professor became a professor of adult education in 1967 following several years as a practitioner in which his everyday concerns were related to determining the educational needs of adults in a major metropolitan area. By 1970 when the first of these dissertations was completed, he had been teaching courses in the area of program planning for three years. It is most likely that his references to his own period of practice struck responsive chords in his students and some of them began to think of ways in which the educational needs of adults might be most effectively determined.

Defining Educational Need

At the onset, the term "need" needs to be clarified. Much confusion exists in the use of the terms "felt need", "real need", and "educational need". Joe S. Ellis provides some basic clarification of these terms:

> Felt Need - something regarded as necessary by the person or persons concerned. It may or may not be an educational need. Felt needs are closely akin to "interests". They are conscious desires or surface indicators. A felt need may or may not be a real need.
>
> Real Need - an objective deficiency of an individual, group, institution or community in relation to the environment. The emphasis is the fact that the deficiency actually exists, as distinct from one only thought to exist (felt need). The existence of a real need may or may not be recognized by the one (s) who has the need, but this does not alter its "realness".
>
> Educational Need - a need that may be satisfied by means of a learning experience. It is considered to be a lack, deprivation, or deficiency that tells one what to do from an

educational standpoint. By implication, there are other needs that can be met through educational experiences. (Joe S. Ellis, "The Concept of Needs in Adult Education", Community Teamwork, December, 1968, pp. 2-4)

Ellis then defines real education needs as "specific understanding, attitude and skills that are lacking but are required for the attainment of a more desirable condition" (Joe S. Ellis, op. cit.). Clearly distinguishing between felt need and educational or learning need as perceived by the learner is difficult as persons conceptually integrate the two. This is evidenced in the studies as some refer to "interests" or felt needs, while others refer to educational or learning needs. No study, however, states the real educational needs have been identified as these are determined by the learners themselves and by gathering data from a variety of sources.

The literature of adult education has many references to educational need determination. Knowles defines educational need as, "something a person has to learn for his own good, for the good of an organization, or for the good of society. It is the gap between his present level of competencies and a higher level required for effective performance as defined by himself, his organization, or his society" (Malcolm Knowles, The Modern Practice of Adult Education, New York: Associated Press, 1970, p. 85) In his statement Knowles is referring to four basic references used to determine educational needs. The first is needs as perceived by the learner. The second is needs prescribed by an employer, licensing board, professional association or legislation.

The third reference in determining needs is needs conceived by professionals within the field for the enhancement of the field. Finally, a fourth reference is one often forgotten or overlooked, the needs or competencies desired by the clientele, or the population being served by the learner.

These four references can be consulted collectively in assessing the educational needs at three levels of learning - knowledge, skill and attitudinal needs. The resulting matrix is a framework from which specific questions and survey procedures can be developed. For example, the learner group (target population) can be surveyed to determine present levels (perceptions) of knowledge and skills in a particular area. Supervisors can state (describe) what skills they want from these individuals. The general public can indicate ways in which they wish or need to be treated by individuals comprising the learner group.

Each of these four references are useful sources in gathering data for determining educational needs. Often, however, one or more are utilized as a reference when "defending" what a specific group of learners need, whether or not they were legitimately queried and validated. Many programs are thrust upon learners, because a committee, manager or board arbitrarily decreed "they needed it". A rigid graduate program may be rationally defended as necessary training. Similarly, legislative mandates for specific training, e.g., all teachers being required to complete a human relations training program because they need to better relate and serve students is a gross misuse of the four references.

A purpose of this symposium is to offer evidence of how all four references were objectively utilized with the resultant data cross-checked to assure the stated needs were substantiated by other references. For example, some studies surveyed both the learner population and their supervisors (Williams, Gooch and O'Neal). Others surveyed the learner population and the authorities within the field (Smith and Banchefsky). Still others surveyed the client population i.e., the recipients of the services of the learner population (Mann and Burkey).

Most of the studies include the learner (the target population) as one of the basic referents. There is not much solid evidence that involving the adult in the determination of his or her own learning needs leads to more effective or greater amounts of learning. There is evidence, however, that adults feel better about their educational ventures when they have had a hand in determining their learning objectives or know their educational interests and needs have been considered by the planners in the program planning process.

The value of involving adults in determining their own learning needs is soundly rooted in the democratic ideals of this country. Asking adults what their learning interests are and then determining their educational needs is generally considered to be an appropriate course of action in this country. This ideal is, however, often denied by superiors in organizations and/or instructors in educational institutions who determine the subject matter and learning processes for adult learning enterprises.

The emergence of mandatory continuing education for such professional groups as nurses, physicians, certified public accountants and pharmacists makes the issue of educational need determination even more compelling. If the voices of the adults themselves are not heard in the educational need determining process, it is certain that others will readily determine what is to be learned. The elimination of the voluntary aspect of continuing education for these and other groups will unhappily tend to insure attendance at learning opportunities, regardless of the appropriateness of the content or learning methodology employed.

While the research conducted by these students and reported here may have been helpful to professional groups and others in determining priorities for adult education for specific groups, the larger contribution is to the process of educational need determination itself. These are the questions the researchers have asked: How can the educational needs of adults be most effectively determined? Can adults differentiate competencies required in their lives and establish priority for their further learning? Is there a process, or combination of processes, which is feasible for practitioners to apply in the field to determine educational needs of adults? Are there differences in the educational needs of adults as perceived by their superiors, instructors, peers and themselves?

The eleven dissertations were completed between 1970 and 1977. They are reported chronologically in this paper. This will not always indicate the building on each other's work which might have occurred because of the different periods of time each student took to complete his work.

A copy of the abstract and survey instrument of each dissertation is presented in the appendix. Below is a brief synopsis of each study identifying the questions asked in the research, the methodology used in the research, conclusions reached by the research, recommendations for the need determination process which may flow from the research reported and the use made of the findings, if this is known.

SUMMARY OF EACH STUDY

Bruny, Seifrid Paul. Educational and Experiential Backgrounds of Adult Educators in Franklin County, Ohio and Their Training Needs. Unpublished PH.D. dissertation, The Ohio State University, 1970.

The most important objective of Bruny's research, for the purpose of the discussion in this paper, was to "determine the specific competencies the adult educator considered important to his job and to establish training need priorities for these competencies." This was accomplished by having the subjects rate 22 adult education competency statements twice on a five point Likert scale. The first rating was, "importance to your job." The second was "your professional preparation level." The mean scores were then computed and ranked from greatest to least. The differences between these ranks were then computed. It was the size of the differences in rank which provided the final ranking of training needs. The rank of each item for the "importance to your job" was subtracted from the "level of professional preparation". The difference in rank resulted in a "score" for each item. For Bruny, the greatest discrepancy indicated the item with the greatest training need. For example, the item "knowledge of procedures for securing participation in adult education" was ranked eighth in "importance to the job" and nineteenth in "professional preparation level". The difference, eleven, was the greatest of any of the twenty-two items of the survey. It therefore was the item which had highest priority in the recommendations for in-service training for the target population.

A possible problem with this need determination process is that the difference in ranks of the two measures may not measure the intensity of either the importance of the item to the job or the level of preparation the subject perceived he/she possessed to perform the task described in the item. For example, the cited item was much less important to the jobs of these subjects than many of the other items, but they also perceived themselves to be much less prepared to perform the function associated with the item. In a way, this problem is taken care of by the consideration of differentials, but it was a concern that remained for subsequent researchers to consider. Some tried to develop equations which would take the intensity or level of preparation into account, while others were content to replicate the Bruny study.

It should be noted that Bruny provided priority statements for training needs for the entire group of subjects and also for four subgroups. A problem with the implementation of the recommendations for priority training was that there was no one central agency which might exercise responsibility for the training.

Regarding the use of the study, Bruny has used the conclusions and recommendations in training programs with county extension agents, particularly in the areas of how adults learn and adult counseling. However, regarding its implementation with the four agencies, it is assumed they acted independently, if at all, to put any of Bruny's recommendations into practice.

Barton, John C. Needs for Continuing Medical Education as Perceived by Selected Ohio Physicians. Unpublished Ph.D. dissertation, The Ohio State University, 1971.

Barton asked physicians to indicate their perceived need for continuing education by area of medicine. One hundred twenty clinical management conditions were listed and the physicians were asked to indicate whether they perceived their need for continuing education to be High, Average or Low, or No Patients Seen. Scores for each of the 120 conditions were computed and those with the highest scores were listed according to the medical specialities of the subjects, years the subjects had practiced, and population of the area in which each physician's main office was located. Results were then available which would give specific continuing education needs and the degree to which they were associated with characteristics of the subjects.

A contribution of Barton to the process of need determination was his concern with the educational processes the subjects of his study used and needed. He asked them to indicate educational methods used, available but not used, not available but needed. He analyzed these data by medical specialty, years of practice, organization of practice and population area of main office location.

Barton found the interests of physicians in Ohio for continuing education to be different than the topics which had been determined by teaching physicians in the colleges of medicine. The practicing physicians preferred greater use of such methods as group discussion, programmed instruction, medical television, video tape recordings and computer assisted instruction.

Use was made of these findings by the continuing education departments of Ohio colleges of medicine in the planning of continuing education for physicians for several years. The researcher was a part of that program in an Ohio medical school and this was an advantage in putting recommendations into practice.

Hackel, Alan S. Police Education in Franklin County: A Study of Need. Unpublished Ph.D. dissertation, The Ohio State University, 1971.

Hackel wanted to know more about the interests of police in university sponsored educational programs or courses. Their interests were analyzed in terms of the age, tenure, rank, training, and educational backgrounds of the respondents. They were asked to rank university courses on a five point scale as to the importance each policeman perceived the courses to have in a police education program. The courses were in these academic areas: communications, social services, behavioral sciences, administration and management, and professional or police science courses.

Three objectives of his study are pertinent to this report. First, Hackel analyzed the needs expressed by the police in terms of the independent variables of age, rank, tenure, training, and educational background. Second, he determined whether their interests in the five academic areas varied significantly when these five independent variables were controlled. Third, he determined whether there was a significant relationship between the needs expressed for continuing education and the role perceptions of the respondents.

He found that the five variables were not significant predictors or indicators of educational interests. There were differences in amount or degree of interest in the five academic areas. There was less interest in the biological and physical science area than the other four.

Hackel has no ties or relationship with the police departments of Franklin County. Therefore, it is not known whether his recommendations had any impact on the continuing education of the police.

This study was oriented to a university and degree based continuing education program. Application of the findings would depend on the ability of the university to respond to the educational needs identified, and the willingness of the police to enroll in any program developed for them. To the best knowledge of the writers, there has been no program of such nature developed at The Ohio State University.

Mann, Opal Hurley. Differences Between Selected Individual and Family Characteristics of Homemakers and Their Reception, Value Rating and Desire for Home and Family Living Education. Unpublished Ph.D. dissertation, The Ohio State University, 1971.

The purpose of this study was to determine the subject matter preferences of Kentucky homemakers in the Home and Family Living subject matter area. She went directly to the homemakers themselves to obtain their perceptions of their preferences. They indicated "yes" or "no" to each of the subject matter areas listed in the questionnaire. These data were then analyzed by a number of variables which it was hypothesized might differentiate the subjects. It is interesting to note that Mann surveyed nonmembers as well as members of the Homemakers Clubs. This is often not accomplished in educational need determination studies.

Mann was able to direct the attention of programmers to specific subject matter areas for specific clientele groups according to their characteristics. She found age to be the most consistent factor differentiating the respondents.

Mann left Kentucky Cooperative Extension Service soon after completing her degree for the Federal Cooperative Extension Service in Washington, D.C. It is assumed the state leadership in Kentucky used the information from her research.

Williams, Alan Cranston. Model for Meeting Continuing Education Needs of Ohio Insurance Agents. Unpublished Ph.D. dissertation, The Ohio State University, 1973.

Williams was the first of the researchers in this category to develop a model for determining and meeting the continuing education needs of his professional group. He used a less complicated method of determining the continuing education needs of his subjects, merely asking them to rank seven continuing education topics in which insurance agents might be interested. The weighted cumulative scores for each item indicated the most urgent education topic for the respondents. They were more interested in topics which related to new contracts, policies, and coverages than economic theories or hearing how others perform tasks related to insurance agent functions.

The model is probably the contribution for which Williams should be cited. It considers four factors: the agent, professional associations to which the agents belong, adult and continuing education agencies, and the general public served by the agents. This was the basis of the four references cited in the introductory comments of this paper. Their interaction in the seven functions leading to the development of a trained, professional agent is the emphasis provided by the model.

Williams has continued in the field as a practitioner of continuing education for insurance related personnel and has had an impact on the nature of educational opportunities made available to his professional group. However, no specific program directly attributed to this study was implemented.

Smith, Douglas Hinckley. Current and Future Continuing Education Needs of Personnel Administrators in Higher Education. Unpublished Ph.D. dissertation, The Ohio State University, 1974.

While Smith used the familiar process of obtaining ratings by respondents of a list of occupational or professional competencies, he was the first to determine the respondents' ratings of projected educational need to a point five years in the future.

He, as Bruny had done, subtracted the "Level of Understanding" from "Importance to Your Job" to obtain measures of current and future continuing education needs. However, he subtracted the mean of item for "Level of Understanding" and "Importance to Your Job Now and Five Years From Now" to obtain a score for each item.

He found that continuing education needs were different, as perceived by the respondents, for the present and for five years into the future. This would seen to indicate that adults do have a sense of what they may need to learn in the future, as well as what they need to know currently.

The results of this study were made available to the professional association of the respondents. Again, it is not known whether the association assumed responsibility for putting the findings into practice.

Burkey, Frederick Theodore. Educational Interests of Older Adult Members of the Brethren Church of Ohio. Unpublished Ph.D. dissertation, The Ohio State University, 1975.

Burkey's purpose was to "assess and analyze the educational interests of aging and older adult members of the Brethren Church of Ohio". His study was the only one of this series to study the educational needs of adults who had no common occupational or professional identification. Mann's study was concerned with the continuing education interests of homemakers, an identifiable occupational group. This study was also the first to compare the perceptions of educational interests of adults themselves, and also the perceptions of significant others in their lives, i.e., Burkey surveyed the pastors of the churches to which the subjects belonged to determine their perceptions of the educational interests of these older adults.

The survey instrument contained 20 instrumental items (potential adult education course titles dealing with competency areas designed for the effective mastery of old age challenges) and 20 expressive items (titles of courses designed to increase a person's enjoyment of life). Each respondent indicated whether they were interested, not interested or might be interested in attending a learning experience with such a title. All of the subjects had been actively engaged in the adult education efforts of their parishes. Demographic data were collected and used to analyze the responses to the survey instrument to determine whether the responses would differentiate according to the age, sex, urban or rural setting, level of education, state of health, occupational status and size of the church to which the respondent belonged.

The subjects indicated strong preferences for instrumental oriented courses. The pastors' perceptions of their older parishoners' education interests were the same as the adults themselves.

The findings were disseminated to the church leadership, but according to Burkey, renewed interest in education of older adults was kindled in Ohio, but not elsewhere. His study was reviewed by a publisher, but nothing has evolved to date.

Banchefsky, Howard S. An Analysis of the Differential In-Service Training Needs of New Bachelor Degree Workers in Jewish Center Field. Unpublished Ph.D. dissertation, The Ohio State University, 1975.

Banchefsky wanted to know the types of training (continuing education) which would be perceived as most necessary by persons who entered Jewish Center work with the minimum requirement of a bachelor's degree.

The need for in-service training of the subjects was determined by comparing their perceived levels of preparation to perform in eleven competency areas (administration and organization, human development, program development, Jewish life, communications, research, educational process, social systems, lay involvement, and volunteers, specialized program, and supervision) and the importance they perceived each competency to have to their jobs. A chi-square test for significance of differences was applied to the two sets of perceptions for each of the competency areas. Significant differences were found for each of the comparisons except two, the research and educational process categories. The differences always indicated a greater level of "importance to job" than "preparation".

Banchefsky also analyzed the data according to the type of job the subjects performed within the Jewish Centers. He ranked the size of the discrepancy between "level of preparation" and "importance of job". He then added the rankings and concluded that supervision, Jewish life, lay involvement, program development, and administration concerns should receive priority for in-service training for new bachelor degree workers. In addition to the generalized statement about training for all new Jewish Center workers, Banchefsky was able to define training needs by job category.

A shortcoming of this research is that while the size of discrepancies between level of preparation and importance of the competencies to the job are known, the relative position of these discrepancies is not known, For example, a difference between two scores of .55 might mean quite different things if the mean score for one group was 4.26 on a five point scale and the second group had a mean score of 2.26.

Buffer, Loretta C. Assessing the Educational and Training Needs of Personnel Who Provide Services to the Elderly. Unpublished Ph.D. dissertation, The Ohio State University, 1977.

Anticipating that there may be differences between needs for training in knowledge and skill areas, Buffer developed a questionnaire with 40 statements of knowledge and information and 27 statements related to skills which might be demonstrated by workers with the elderly. She surveyed and then compared the responses according to whether the subjects were administrators or staff members.

The discrepancies between level of the skill or knowledge possessed by the subjects and their value to the respondents were computed. This was the only study to use the .10 level of significance of differences. Buffer believed and had support for the idea that the .05 level may be too stringent for use in survey research. Her interest was in determining trends in training needs rather than the precision which might be indicated by a more rigid level of significance.

The knowledge and skill statements were ranked according to the value of the knowledge or skill to the subjects. A ranking was also developed for the level of knowledge or skill the subjects perceived they had for each item on the instrument. The differences between these two scores (mean difference) was computed and they, too, were ranked, only the differences were assigned to quartiles, according to size of the difference. If an item had a sufficiently large discrepancy to be in the first quartile of mean differences and was in the first quartile of value to the job, it was deemed to be of highest priority need for continuing education.

Buffer was able to summarize the training needs of the subjects according to whether they were administrative personnel or staff, the amount of education they had and the length of time they had been employed in this work. She grouped the items in seven categories and was able to make recommendations for specific groupings of the respondents.

The findings were available to professional groups and educational institutions in the central Ohio area in which the study was done. It is believed the state agency that was interested in the study assumed some responsibility for implementing the findings.

Gooch, H. Richard. Continuing Education Needs of United States Probation Officers. Unpublished Ph.D. dissertation. The Ohio State University, 1977.

Gooch returned to the theme of differences which might occur between members of a professional group and superiors within the organization. He, too, used competency statements and asked the respondents to rate the importance of the competency possessed. The size of the difference between "importance" and "understanding" was used to develop rankings for the nineteen statements.

Differences between the officers (lowest members of the hierarchy and those for whom the continuing education would be planned) and their supervisors and the chiefs of the federal probation districts were not significant. A conclusion, therefore, is that for this professional group, seeking perceptions from superiors concerning the continuing education needs of those they supervise is as valid as asking the proposed clientele themselves.

The researcher, Gooch, is a district chief of the Federal Probation Service. He worked closely with other federal officials of the Service in the design of the study and they have expressed great interest in the findings. It is expected the findings will be used in the determination of content for continuing education of federal probation officers for the next few years.

O'Neal, Carlton. In-Service Education Needs of Employees of the Georgia State Department of Agriculture. Unpublished Ph.D. dissertation. The Ohio State University, 1977.

O'Neal used the familiar "level of importance" and "level of competency" perceptions to determine in-service education needs of his population. He was also interested in determining the degree to which the employees, their supervisors and administrators agreed with each other about the employees' in-service education needs.

One contribution O'Neal made was to provide a formula which emphasized "level of importance" of each specific task. The formula is: In-service need indicator = $\frac{(\text{Importance Rating})^2}{\text{Competency Rating}}$. All tasks which indicated "above average" or higher ratings on "importance" and "competency" were excluded from further consideration for in-service education.

His second contribution was to develop an index score for the agreement on in-service education needs between employees, supervisors, and administrators. This formula is: Agreement index = $/(E_{ni}-A_{ni})/+/(E_{ni}-S_{ni})/+/(A_{ni}-S_{ni})/$ where E_{ni} = Employees in-service Need Indicator, A = Administrator and S = Supervisors. The purpose of this formula is to recognize the political realities of any differences in perception of in-service education need and build such realities into the in-service education priority setting process.

It was then possible to combine these two findings as rankings to indicate priority in-service education needs. All parties concerned had been consulted and their perceptions were part of the final recommendations. The study, having just been completed, is not yet being implemented to our knowledge.

APPENDIX

ABSTRACT AND SURVEY INSTRUMENT OF THE ELEVEN DISSERTATIONS DESCRIBED IN THIS SYMPOSIUM

EDUCATIONAL AND EXPERIENTIAL BACKGROUNDS OF ADULT EDUCATORS IN FRANKLIN COUNTY, OHIO AND THEIR TRAINING NEEDS

By

Seifrid Paul Bruny, Ph. D.

The Ohio State University, 1970

Professor William D. Dowling, Adviser

The objectives of the study were to identify formal training and experiential background of the adult educator; identify characteristics of training programs in which the adult educator would be willing to participate; determine the professional preparation level of the adult educator and analyze factors that relate to this level; and determination of specific competencies the adult educator considered important to his job and establishment of training need priorities for these competencies.

The population included paid adult educators who resided in Franklin County, Ohio and were employed by these organizations; Columbus Public Schools, Cooperative Extension Service, Young Men's Christian Association, and North American Rockwell Corporation.

Conclusions

1. Factors that were related in a statistically significant manner to a higher professional preparation level score were longer tenure in adult education, completion of college courses in adult education, participation in initial orientation programs, attendance at adult education conferences, and reading of adult education journals.

2. Factors that were not related in a statistically significant manner to a higher professional preparation level score were age, graduation from college, per cent of total working time devoted to adult education, participation in in-service training programs, time spent with supervisors, and membership in professional adult education associations.

3. Twenty-two competency statements were rated by adult educators in terms of importance to their job and their professional preparation level of the competency. The adult educators' training needs were determined by noting the greatest difference in rank between the importance to the job and professional preparation level of the competency. Competencies are listed in rank order of need for additional training.

   a. Knowledge of effective procedures for securing participation in adult education programs.

   b. Knowledge of new developments and recent recommendations in adult education.

   c. Knowledge of different learning theories.

   d. Understanding of basic principles for organizing and administering adult education programs.

3

e. Ability to communicate with others.

f. Understanding of the program development process.

g. Knowledge of agencies found in the community.

h. Ability to gather and interpret pertinent information about the community.

i. Knowledge of financing adult education.

j. Knowledge of historical structure of adult education.

k. Skill in guidance and counseling of the adult student.

l. Understanding of current issues in adult education.

m. Knowledge of adult psychology and how adults learn.

n. Knowledge of social structure of the community.

o. Understanding of adult teaching methods.

p. Skill in discussion methods and group leadership.

q. Technical knowledge and skill in the subject matter you are teaching.

r. Understanding of good public relations.

s. Knowledge of current events on the national and international scene.

t. Understanding of current economic issues in the United States.

u. Ability to locate, interpret, and apply pertinent research in adult education.

v. Understanding of the objectives of adult education.

4. Adult education was primarily a part time job conducted by personnel with little tenure or exposure to college courses in adult education. However, the part time

4

adult educator would be willing to accept full time employment. Adult educators recommended offering adult education courses at the undergraduate level.

5. Participation by the adult educator in initial orientation programs, in-service training, and supervisory assistance was limited. They were almost equally divided in their preference of credit or non credit for additional training in adult education.

6. Most adult educators did not belong to adult education associations, attend adult education conferences, or read adult education journals. The primary reason for not attending conferences was lack of information as to time, place, and content of the conference.

SURVEY OF ADULT EDUCATORS

Please complete and return to Fred Bruny, 2120 Fyffe Road, Ohio State University, Columbus, Ohio 43210.

1. Name________________________Address____________________

2. Employed as an adult educator by:
   ___Public Schools   ___Cooperative Extension Service
   ___Industry   ___Y.M.C.A.

3. Your age: ___25 & under   ___36 - 45   ___56 - 65
   ___26 - 35   ___46 - 55   ___over 65

4. Years you have worked, either part or full time, as an adult educator:
   ___less than 1 year   ___11 - 15 years
   ___1 - 5 years   ___15 - 20 years
   ___6 - 10 years   ___over 20, list years___

5. At the present time what per cent of your total professional working time is spent as an adult educator?
   ___ 0 - 10%   ___51 - 70%
   ___11 - 30%   ___71 - 90%
   ___31 - 50%   ___91 - 100%

6. Considering your time spent as an adult educator as 100%, what per cent of that time is spent in each of the following activities?
   Organizing and planning programs ___%
   Teaching of adults ___%
   Publicity and promotion ___%
   Administrative duties ___%
   Other, list____________________ ___%

7. If you are engaged in adult education only part time, what is your present primary job? If retired check here___

   ____
   List present primary job.

8. If not full time, and you were offered full time employment in adult education with salary and conditions equal to your present primary job, would you accept it?
   ___yes   ___no

9. What is your highest level of education?
   ___some high school   ___some college
   ___high school graduate   ___college graduate

10. If a college graduate, check degree(s) held and list the major and minor areas of study.

Degree	Major	Minor(s)
___Associate Degree	______________	______________
___Bachelor	______________	______________
___Master	______________	______________
___Ph. D.	______________	______________
___Professional (Medicine, Law, etc.)	______________	______________

11. How many credit hours have you earned since your last degree? Check if quarter or semester hours.
___quarter ___semester
___ 1 - 15 hours ___30 - 45 hours
___16 - 30 hours ___over 45, list hours___

12. Do you plan on completing another degree?
___yes ___no ___undecided
If so list major____________________

13. Following are six courses in Adult Education which are most often available at colleges and universities. Check those which you have taken. If you have not taken any college courses in Adult Education check here ( ) and go to question 14.
___A. Introduction to Adult Education
___B. Methods in Adult Education
___C. Organization and Administration of Adult Education Programs
___D. Psychology of Adult Learning
___E. Directed Field Experience in Adult Education
___F. Seminar in Adult Education
___G. I have taken an additional course(s) in Adult Education not included in the above list. Please list____

14. Should courses in adult education be offered at the undergraduate level? ___yes ___no

15. When you began work as an adult educator, were there any initial orientation training programs offered by the agency that employs you? ___yes ___no

16. If answer to the previous question is YES, how many man hours did you spend on orientation programs?
    ___ 1 - 8 hours
    ___ 9 - 16 hours
    ___17 - 24 hours
    ___25 - 32 hours
    ___33 - 40 hours
    ___over 40, list hours___

17. Excluding technical subject matter training, how many man hours have you spent in the past 12 months participating in non-credit training programs in adult education, such as seminars or workshops, or conferences?
    ___0 hours
    ___1 - 8 hours
    ___9 - 16 hours
    ___17 - 24 hours
    ___25 - 32 hours
    ___33 - 40 hours
    ___over 40, list hours___

18. For the purpose of helping you become a better adult educator, is there any help from supervisors available to you? ___yes ___no

19. If answer to the previous question is YES, check the amount of time personally spent with supervisors in the past 12 months.
    ___1 - 4 hours
    ___5 - 8 hours
    ___9 - 12 hours
    ___13 - 16 hours
    ___17 - 20 hours
    ___over 20, list hours____

20. Are you a member of any professional adult education organization or association? ___yes ___no

21. If answer to the previous question is YES, in what type of organization do you hold membership?
    ___area ___state ___national

22. Do you regularly read one or more professional adult education journals? ___yes ___no

23. Have you ever attended an area, state, regional, or national adult education conference? ___yes ___no

24. If answer to the previous question is NO, check the one most important reason for your non-participation.
    ___Lack of information as to when, where, and content of conference
    ___Distance from meeting
    ___Expense
    ___Unable to be excused from present job
    ___Conference of no value to me in my job

25. Do you prefer credit or non-credit hours for any additional training in which you might participate?
    ___credit ___non-credit ___not interested in additional training

26. Please rate your preference of methods for securing additional training in adult education. Use the following scale:

Most desirable method Least desirable method
5 4 3 2 1

Check one number for each method.
Most Least
5 4 3 2 1 Night classes
5 4 3 2 1 Short term workshops or seminars
5 4 3 2 1 Special problems or individual study
5 4 3 2 1 Full time semester or quarter participation

27. At your own expense what is the maximum distance you would be willing to travel to participate in training programs offered for credit?
___ 1 - 20 miles ___61 - 80 miles
___21 - 40 miles ___81 - 100 miles
___41 - 60 miles ___over 100, list miles____

28. At your own expense what is the maximum distance you would be willing to travel to participate in training programs offered for non-credit?
___ 1 - 20 miles ___61 - 80 miles
___21 - 40 miles ___81 - 100 miles
___41 - 60 miles ___over 100, list miles___

29. What time would you prefer to take additional training in adult education? Check only one in each of A and B.
A. ___Winter ___Spring ___Summer ___Fall

B. Saturday ___A.M. ___P.M. Sunday ___A.M. ___P.M.
Monday - Friday: ___8 - 12A.M. ___12 - 4P.M.
___4 - 6P.M. ___7 - 9P.M. ___9 - 11P.M.

30. As an adult educator, how adequate do you consider your present overall level of professional preparation? Circle one number.

Well prepared Poorly prepared
5 4 3 2 1

Following is a list of competency statements expressed in terms of understanding, knowledge, skills, and abilities. Rate each competency statement twice: (A) Its importance to the job you now hold as an adult educator (B) Your professional preparation level.

Use this scale in the first rating, importance to your job (A)	Use this scale in the second rating, your professional preparation level (B)
Very Important — Little Importance 5 4 3 2 1	Well Prepared — Poorly Prepared 5 4 3 2 1

(A) IMPORTANCE TO YOUR JOB Very Little		(B) YOUR PROFESSIONAL PREPARATION LEVEL Well Poorly
5 4 3 2 1	1. Ability to communicate with others, both orally and written.	5 4 3 2 1
5 4 3 2 1	2. Skill in discussion methods and group leadership.	5 4 3 2 1
5 4 3 2 1	3. Knowledge of social structure and characteristics of the community.	5 4 3 2 1
5 4 3 2 1	4. Knowledge of agencies and institutions found in the community.	5 4 3 2 1
5 4 3 2 1	5. Ability to gather and interpret pertinent information about the community.	5 4 3 2 1
5 4 3 2 1	6. Ability to locate, interpret, evaluate, and apply pertinent research in adult education.	5 4 3 2 1
5 4 3 2 1	7. Understanding of basic principles for organizing and administering adult education programs.	5 4 3 2 1
5 4 3 2 1	8. Understanding of the program development process including developing of skills in determining objectives; initiating, directing, and evaluating activities for the accomplishment of these objectives.	5 4 3 2 1

(A) IMPORTANCE TO YOUR JOB Very Little		(B) YOUR PROFESSIONAL PREPARATION LEVEL Well Poorly
5 4 3 2 1	9. Knowledge of effective procedures for securing participation in adult education programs.	5 4 3 2 1
5 4 3 2 1	10. Knowledge of adult psychology and how adults learn.	5 4 3 2 1
5 4 3 2 1	11. Understanding of adult teaching methods.	5 4 3 2 1
5 4 3 2 1	12. Knowledge of different learning theories.	5 4 3 2 1
5 4 3 2 1	13. Technical knowledge and skill in the subject matter you are teaching.	5 4 3 2 1
5 4 3 2 1	14. Knowledge of current events on the national and international scene.	5 4 3 2 1
5 4 3 2 1	15. Understanding of economic principles and current economic issues in the United States.	5 4 3 2 1
5 4 3 2 1	16. Knowledge of methods of financing adult education.	5 4 3 2 1
5 4 3 2 1	17. Understanding of the objectives of adult education.	5 4 3 2 1
5 4 3 2 1	18. Understanding of current issues in adult education.	5 4 3 2 1
5 4 3 2 1	19. Knowledge of new developments and recent recommendations in adult education.	5 4 3 2 1
5 4 3 2 1	20. Knowledge of historical structure and background of adult education.	5 4 3 2 1

(A) IMPORTANCE TO YOUR JOB Very Little		(B) YOUR PROFESSIONAL PREPARATION LEVEL Well Poorly
5 4 3 2 1	21. Skill in guidance and counseling of the adult student.	5 4 3 2 1
5 4 3 2 1	22. Understanding of good public relations.	5 4 3 2 1

BE SURE YOU HAVE RATED EACH COMPETENCY STATEMENT TWICE.

THANK YOU.

CONTINUING MEDICAL EDUCATION NEEDS AS PERCEIVED BY SELECTED OHIO PHYSICIANS

By

John Calvin Barton, Ph. D.

The Ohio State University, 1971

Professor William D. Dowling, Adviser

The purpose of this study was to determine the continuing education needs and preferred educational methods of selected Ohio physicians.

The results of this study will provide information for those who are responsible for providing continuing education programs for physicians. A better understanding of the needs of physicians will facilitate the evaluation of program planning procedures, subject matter content and education more in terms of the learner.

The questionnaire method of inquiry was used to gather data on the personal and professional characteristics of physicians, on the clinical management conditions for which physicians need educational assistance, on the preferred educational methods of the physicians and the general education interests of the physicians.

Of the 8860 physicians sent a questionnaire, 2218 responded. The responding group of physicians are not considered to be representative of all Ohio physicians. Rather, they represent a hypothetical group of Ohio physicians who have an interest in their continuing education and look to the Center for Continuing Medical Education, The Ohio State University for some level of assistance in satisfying their medical education needs.

Major conclusions of the study were that the continuing medical education needs of responding physicians are widespread and cover all 120 clinical management conditions covered in the study. The area of medicine most in need of educational attention was Endocrinological, Metabolic and Hemopoietic.

The need for continuing education is strong in all medical specialties but Psychiatry, Internal Medicine and Pediatrics expressed the highest needs. Physicians with between 6 years and 25 years of practice working in population areas of up to 10,000 people indicated the greatest need for educational assistance.

Currently, the physicians are using group discussion, reading medical journals and attending medical seminars sponsored by local medical societies as their primary educational methods. There are other methods such as audio tape recordings and records, library articles and medical seminars sponsored by national medical organizations, available to the physicians but not used by them.

Responding physicians said they wanted more opportunities to use individual and visual communication methods such as group discussion, programmed instruction, medical television, video tape recordings and computer assisted instruction.

Like other adults, the responding physicians have general education interests that are related to the particular developmental tasks with which they are primarily concerned at their stage of life. The information on the general education interests of physicians could be utilized by adult education agencies whose main concern is the general or liberal education of adults.

The findings of this study seem to indicate that continuing medical education programs should be directed toward specific medical audiences who have identified needs in various areas of medicine and clinical management conditions within these areas. Continuing education programs should include a variety of educational methods. Every attempt should be made to see that opportunities for individual instruction are included in as many educational activities as possible.

CHAPTER I

PURPOSE OF THE STUDY

Introduction

One characteristic of American society is its rapid rate of change. Technological innovation, research, specialization and improved communication have all contributed to a nearly overwhelming pace of change. These changes have occurred after many adults completed or terminated their formal education. Consequently they have to rely on some other means of learning to adapt to and accept change. Dean Wallace Colvard feels that midpoint in the decade of the sixties it became clear that continuing education has as one of its basic purposes the teaching of how to adapt to and accept change. Dean Colvard goes on to say that,

> Contemporary Society is characterized by the shift from manual occupation to professional services. This trend will not abate. Accordingly the essential quality of life comes increasingly to depend upon performance of professional people. Whether they function in the private

> or public sectors, professional practitioners feel, more than any other group, the mounting pressure of having to discard old ideas and learn new ways. To help them adapt to this pressure is an expanding obligation of adult education.[1]

As Paul Miller points out these changes not only affect the practitioner, they also influence his profession as a whole. Since continuous learning is inherent in the meaning of a profession, it can never be casual. Indeed, continuous learning is part of professional practice itself--adult education has no more visible task than to continue professional education and it is unlikely that any task will bring as much enthusiastic response and approval.[2]

John W. Williamson, M.D., and George F. Miller, M.D., of the University of Illinois College of Medicine indicate that the changing times we live in have special relevance for the physician. Williamson and Miller feel that,

> . . . a still accelerating accumulation of knowledge about health and disease coupled with a rapidly expanding population and a steady rise in expectations for health care, makes imperative the continued refinement of

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[1] Malcolm Knowles, Higher Adult Education in the United States, with a forward by Dean Wallace Colvard (American Council on Education, 1969), p. vii.

[2] Ibid., Introduction by Paul A. Miller, p. viii.

> professional skills and a steady augmentation of effectiveness and efficiency in the delivery of medical services if the potential benefits of present knowledge are to reach the entire population.[3]

AMA's Council on Medical Education emphasizes that vital new discoveries are of little immediate use against human disease until physicians in practice learn about them. Regardless of how well prepared a physician may be at the time of entering practice, the adequate knowledge of yesterday is not fully adequate today. How best to meet this educational challenge is a broad educational problem today.[4]

It appears that there is some agreement as to the need for physicians to be involved in life-long learning (continuing education) so that they may remain effective and efficient in the practice of their profession. Data is needed concerning the physicians' continuing education needs so that the limited time and resources available for continuing medical education can be directed toward the most important elements of professional practice and to insure that these efforts are carried out with the highest achievable level of educational efficiency.

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[3] John W. Williamson, M.D. and George E. Miller, M.D., "Continuing Medical Education Priority Project-Final Report," University of Illinois, 1966, p. 1. (Mimeographed.)

[4] American Medical Association. Objectives and Principles of Continuing Medical Education (Chicago: American Medical Association, 1969), p. 1.

Purpose of Study

The purpose of this study was to determine, through a questionnaire, the continuing education needs of selected Ohio physicians.

Delimination of study

The study was limited to the nearly 9,000 physicians in Ohio who are on the conference and seminar mailing list of the Center for Continuing Medical Education, The Ohio State University, Columbus, Ohio. The study focused on the self-perceived continuing education needs of the physicians. Data were gathered in three basic areas:

1. The personal and professional characteristics of the physicians.
2. The physicians' self-perceived continuing medical education needs in various clinical conditions and in non-medical general education areas.
3. The educational methods used or needed by the physicians.

Importance of study

Among principles of adult education is one by Gibbs which states that the adult learner should be involved in planning educational experiences of which he is to be a part.[5] This involvement usually results in higher motivation and thus more active interest on the part of the adult since his experience has been recognized and utilized. Drs. Williamson and Miller indicate that such involvement does not characterize any large number of contemporary programs of continuing medical education. They state that many continuing medical education programs "seem more often to reflect the interests of the teachers than the needs of the learners and to use techniques that are familiar or appealing but not necessarily the most appropriate to the task.[6]

Dowling, London and others feel that there is a constant need for those working in continuing education to examine their philosophical orientation in order to establish objectives which are in line with the needs of the adults who are their clientele.[7] This study was an attempt to conduct such an examination.

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[5] Jack R. Gibb, "Learning Theory in Adult Education," in Handbook of Adult Education in USA, ed. by Malcolm Knowles (Chicago: Adult Education Association of the USA, 1960), p. 60.

[6] Williamson and Miller, Continuing Medical Education, p. 1.

[7] William D. Dowling, "How To Identify Needs of Groups for Continuing Education," American Journal of Pharmaceutical Education, XXXIII (December 1969), pp. 726-729.

Context in which study will be conducted

The Center for Continuing Medical Education of The Ohio State University plans, organizes, and conducts continuing medical education conferences and seminars for physicians. The majority of these programs are conducted on the Columbus campus of The Ohio State University. In addition to the conferences and seminars, the Center for Continuing Medical Education operates the Ohio Medical Education Network. This consists of a two-way discussion between medical school faculty and practicing physicians in their own community hospitals. This discussion is transmitted by F.M. radio stations to more than 80 hospitals in Ohio and some adjacent states.

The Ohio State Regional Medical Program, in existence since 1966, has as its purpose the development of essential programs and services to combat heart disease, cancer, stroke, and related diseases. The major emphasis of the Regional Medical Program is the provision of continuing education opportunities for health professionals.

Knowledge of the continuing medical education needs of physicians would be extremely beneficial to the Center for Continuing Medical Education, at The Ohio State University and to the Regional Medical Programs in Ohio. Educational programs based on expressed needs have a much greater chance of resulting in behavior change than do programs based on assumptions or hunches of need.

Justification of this study

There is little known about the relationships between various characteristics of Ohio's physicians and their self-perceived continuing medical education needs and preferred methods.

There have been studies done by Regional Medical Programs and state medical associations in other states and regions. The main concern of these studies was with heart, cancer and stroke related conditions or with physician attitudes toward continuing education. More information concerning these studies will be given in Chapter II.

It would appear that one statewide study of continuing education needs, would be more effective than a series of studies conducted at the local level by medical societies or other interested groups. One comprehensive study would eliminate the duplication of expense and time involved in conducting a series of local surveys and could still provide feedback to the local societies, hospitals and other interested parties.

One factor that distinguished this study from the studies previously conducted was the gathering of data concerning clinical conditions in all areas of medicine rather than being limited to heart, cancer, and stroke clinical conditions. Also this study was concerned with gathering specific data as to needs and methods for continuing medical education. Another distinguishing aspect of this study was the attempt on the part of the researcher to determine the physicians' continuing education needs in non-medical areas. An attempt was made to determine the physicians' need for educational assistance in general education areas such as personal finance, political affairs and home and family life.

The problem was of special interest to the writer due to his responsibilities at the Center for Continuing Medical Education at The Ohio State University. He gives guidance to professors of medicine and others in planning, implementing and evaluating continuing medical education programs for physicians throughout the State of Ohio. Much emphasis is placed on the importance of offering programs based upon proven needs of the physicians. The problem of planning programs for the large number of widely scattered physicians in Ohio grows more complex as medical procedures continue to change. The writer feels that a better understanding of the educational needs of the physicians, as seen by the physicians, would enable professors of medicine, directors of continuing medical education, and adult educators to evaluate their program planning procedures and subject matter content more in terms of the learner.

Definition of Terms

The following definition of terms will assist in establishing the purposes and parameters of this study.

9

A. Physician means a person holding a M.D. degree and certified by the Ohio State Medical Board to practice medicine and surgery in Ohio.

B. Continuing Medical Education consists of those educational activites engaged in by physicians which are primarily designed to keep them abreast of their own professional area. Such activities are intended to refresh the individual in various aspects of his basic medical education and to inform him of the new developments within his field, but do not lead to any formal advanced standing in the profession.[8]

C. Method is any activity engaged in by the physician which has as an intended end result the providing of information which will give the physician the opportunity to improve and update the medical care he provides.

D. Regional Medical Programs are cooperative arrangements among a group of public or non-profit private institutions or agencies engaged in research, training, diagnosis, and treatment related to heart disease, cancer or stroke. The purpose of the programs is to encourage and assist in the regional cooperative arrangements among medical schools, research institutions, and hospitals for research and training (including continuing education) and for related demonstrations of patient care in the fields of heart disease, cancer, stroke, and related diseases.[9]

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[8] American Medical Association, Objectives and Principles, p. 3.

E. Clinical condition for the purposes of this study refers to the various medical needs of patients treated by the physicians.

Summary

Professionals in general and physicians in particular need to be involved in life long learning in order for them to remain effective and efficient in the practice of their profession. Data is needed concerning the physicians' self-perceived continuing medical education needs so that educational programming can be directed toward the most critical elements of professional practice.

The purpose of this study was to determine, through a questionnaire study, the continuing medical education needs and preferred methods as perceived by Ohio's physicians. A better understanding of the educational needs of the physicians will assist postgraduate medical faculties, directors of continuing medical education, and other adult educators in evaluating their program planning procedures and subject matter content more in terms of the learner.

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[9] U.S. Department of Health, Education and Welfare, Health Services and Mental Health Administration, Guidelines, Regional Medical Programs, p. 26.

THE PHYSICIAN'S INVENTORY of his own CONTINUING MEDICAL EDUCATION

MARKING INSTRUCTIONS:

This inventory will be read by an automatic scanning device. Certain marking requirements are essential to this process. Your careful observance of these few simple rules will be most appreciated.

- Use a regular soft lead pencil (No. 2 or softer). DO NOT USE A BALLPOINT PEN, FOUNTAIN PEN OR COLORED PENCIL.
- Make heavy black marks that completely fill the space.

EXAMPLE: Will marks with a ball point pen be properly read?
☐ YES
● NO

- Erase completely any answer you wish to change. Avoid making any stray marks on any of the *three* sheets that comprise the inventory.

A. PERSONAL AND PROFESSIONAL CHARACTERISTICS

1. AGE

☐ 35 AND UNDER
☐ 36-45
☐ 46-55
☐ 56-65
☐ OVER 65

2. SEX

☐ MALE
☐ FEMALE

3. MARITAL STATUS

☐ MARRIED
☐ SINGLE

4. DEGREES HELD (MARK ALL THAT APPLY)

☐ M.D. ☐ D.O. ☐ M.M.Sc. ☐ Ph.D. ☐ OTHER (SPECIFY) ____________

5. YEARS OF PRACTICE

☐ UNDER 5 YEARS
☐ 5-15
☐ 16-25
☐ 26-35
☐ OVER 35 YEARS

6. MAJOR TYPE OF PRACTICE (MARK ONE)

PRIVATE	NON PRIVATE
☐ INTERNAL MEDICINE	☐ CITY
☐ PEDIATRICS	☐ COUNTY
☐ SURGERY	☐ STATE
☐ GENERAL PRACTICE	☐ FEDERAL
☐ OBSTETRICS GYNEC.	☐ RESEARCH
☐ PSYCHIATRY	☐ OTHER (SPECIFY)
☐ OTHER (SPECIFY)	

____

____

7. CERTIFICATION STATUS (MARK ONE)

☐ BOARD CERTIFIED
☐ BOARD QUALIFIED (BUT NOT CERTIFIED)

8. PRINCIPAL TYPE OF PRACTICE (MARK ONE)

☐ SOLO
☐ TWO MAN PARTNERSHIP
☐ GROUP
☐ INSTITUTIONAL

9. NUMBER OF HOSPITALS IN WHICH YOU ADMIT AND TREAT PATIENTS (MARK ONE)

☐ NONE
☐ 1
☐ 2
☐ 3
☐ 4 OR MORE

10. NUMBER OF BEDS IN THE HOSPITAL WHERE YOU SPEND MOST OF YOUR TIME (MARK ONE)

☐ UNDER 100
☐ 100-500
☐ 500-1,000
☐ OVER 1,000

11. POPULATION AT AREA WHERE MAIN OFFICE IS LOCATED

☐ UNDER 2,500
☐ 5,000-10,000
☐ 10,000-50,000
☐ ABOVE 50,000

PLEASE DISREGARD
(for office use only)
011931

CONTINUE INVENTORY ON BROWN SHEET (PAGE 3)

B. CLINICAL MANAGEMENT CONDITIONS FOR WHICH YOU WANT EDUCATIONAL HELP.

This question is directed toward your analysis of your own medical practice in terms of clinical conditions you treat and your need for continuing education concerning these conditions.

Please rate each of the clinical conditions using the set of judgments below. Choose the one which best represents your educational need or indicate that you do not see patients with the particular clinical management condition being rated.

HIGH NEED (HI) LOW NEED (LO)
AVERAGE NEED (AV) NO PATIENTS SEEN (NO)

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	HI	AV	LO	NO
Congestive Heart Failure				
Cardiac Arrhythmias				
Hypertensive Cardiovascular Disease				
Myocardial Infarction				
Rheumatic Heart Disease				
Rheumatic Fever				
Congenital Heart				
Cerebral Hemorrhage, Embolism & Thrombosis				
Phlebitis and Thromboembolic Disease				
Peripheral Arterial Insufficiency				
Varicose Veins				
	HI	AV	LO	NO
Hemorrhoids				
Boils & Carbuncles				
Acne				
Ringworm				
Eczema				
Syphilis, Gonorrhea and other veneral diseases				
Impetigo				
Superficial Mycoses				
Neoplasms of Skin				
Occupational and Contact dermatitis				
Pityriasis Rosea				
Psoriasis				
Seborrheic dermatitis				
Diabetes Mellitus				

	HI	AV	LO	NO
Gout				
Pituitary disorders				
Thyrotoxicosis				
Myxedema and cretinism				
Obesity and nutritional deficiency states				
Pernicious and other hyperchromic anemias				
Adreno-cortical disorders				
Iron deficiency anemias (hypochromic)				
Simple and nontoxic nodular goitre				
Purpura and other hemorrhagic disorders				
Aminoaciduria				
	HI	AV	LO	NO
Hiatal Hernia				
Pancreatitis				
Regional Enteritis				
Ulcerative Colitis				
Duodenal Ulcer				
Gastric Ulcer				
Functional Disorders of the G.I. Tract				
Hepatitis				
Neoplasm of Colon and Rectum				
Cholelithiasis				
Cirrhosis				
Diverticulosis				
Collagen Vascular Diseases				
Muscular Dystrophy				

CONTINUE INVENTORY ON REVERSE SIDE

	HI	AV	LO	NO
Rheumatoid Arthritis and Osteo-Arthritis				
Burns				
Fractures				
Head Injury (excluding skull fracture)				
Osteomyelitis				
Wounds and lacerations				
Displacement of intervertebral disc				
Synovitis and bursitis				
Myositis				
Cleft palate and harelip				
Normal Delivery				
Complications of delivery				
Spontaneous abortion				
Toxemias of pregnancy				
Management of Newborn				
	HI	AV	LO	NO
Female sterility				
Contraception				
Disorders of menstruation				
Disorders of Uterus, Vagina and Vulva (Non-venereal)				
Menopausal Disorders				
Neoplasm of Female Genitalia				
Endocrinopathy				
Alcoholism				
Anxiety reactions without somatic symptoms				
Character and behavior disorders				
Hebephrenic and Catatonic Schizophrenic reactions				
Involutional states				
Mental deficiency				
Narcotic Addiction				
Non-Narcotic Drug Addiction				
Paranoid states				

PLEASE DISREGARD
(for office use only)

	HI	AV	LO	NO
Psychoneurotic somatization reaction affecting circulatory system				
Psychoneurotic somatization reaction affecting digestive system				
Sexual Psychopathy				
The Pneumonias				
Pulmonary TB				
Sarcoidosis				
Histoplasmosis and coccidiomycosis				
Diffuse Pulmonary Fibrosis				
Silicosis				
	HI	AV	LO	NO
Neoplasms of Bronchial, Bronchial Tree				
Sinusitis				
Acute Upper Respiratory Infection				
Influenza				
Bronchial Asthma				
Chronic Bronchitis and Emphysema				
Glaucoma				
Cataract				
Ophthalmia and Conjunctivitis				
Hearing loss				
Migraine				
Epilepsy				
Multiple Sclerosis				
Cerebello-pontine disorders				
Organic brain damage				
Organic psychoses				

CONTINUE INVENTORY ON GREEN SHEET (PAGE 3)

	HI	AV	LO	NO
Neuralgia and neuritis				
Sciatica				
Pyelonephritis				
Neoplasm of kidney and bladder				
Renal calculi				
Cystitis				
Hyperplasia of prostate				
Orchitis and epididymitis				
Prostatitis				
Hydrocele				
Urethritis (Non-Venereal)				
Urethral stricture				
Male sterility				
Neoplasm of prostate				

ADDITIONAL CLINICAL MANAGEMENT CONDITIONS: ______

______

______

______

C. METHODS YOU USE TO KEEP ABREAST

Listed below are different methods a physician might use to continue his medical learning. Check where necessary to indicate whether or not each method is:

(1) AVAILABLE (AVAIL)
(2) USED (USED)
(3) NEEDED-HIGH (HI), AVERAGE (AV), LOW (LO)

PLEASE DISREGARD
(for office use only)

METHOD	AVAIL	USED	NOT AVAILABLE BUT NEEDED HI	AV	LO
Group discussions (Seminars and Study groups)					
Correspondence courses					
Demonstrations (ward rounds where you are the student)					
Contacts with colleagues					
Medical Films					
Reading					
a. Medical Journals					
b. Medical literature					
c. Library articles					
Audio tape recordings and records					
Video tape recordings					
Medical Television					
Medical Radio					
a. Ohio Medical Education Network					
b. Other (Specify below)					
Educational conferences and seminars sponsored by:					
a. Local Medical Society					
b. Medical schools					
c. State Medical Society					
d. National Medical organizations					
Supervised Clinical Practice (where you are the student)					
Computer Assisted Instruction (where you are the student)					
Programmed instruction (where you are the student)					

ADDITIONAL METHODS OR OTHER COMMENTS: ______

______

______

______

D. YOUR OWN GENERAL EDUCATION PREFERENCES

Please rate your interest by choosing one response.

HIGH INTEREST (HI) LOW INTEREST (LO)
AVERAGE INTEREST (AV) NO INTEREST (NO)

SPECIFIC TOPIC OR GOAL OF EDUCATION	HI	AV	LO	NO
Obtaining credit leading to a degree or certificate of specialization in medicine				
Obtaining credit leading to a degree in other than medicine				
Obtaining credit to maintain certification				
Developing new goals and activities in my middle life				
Anticipating in advance my needs, and the problems which I am likely to experience in retirement				
Dealing with environmental problems of streets, parks, buildings, services and pollution (air-water, etc.)				
Dealing with problems of ideals and values concerning race relations, crime, etc.				

CONTINUE INVENTORY ON REVERSE SIDE

	HI	AV	LO	NO
Developing an appreciation of art				
Participating in activities where I take part in the shaping of the material so that its final form has an effect on me				
Developing an appreciation of the method of science				
Developing a working vocabulary of scientific terms				
Developing a reasonable amount of scientific knowledge				
Developing an understanding of insurance				
Developing an understanding of taxation				
Developing an understanding of money management				
Developing an understanding of consumer education				
Developing an understanding of investments				
Developing understandings and skills needed by me in guiding development of my children				
Developing an understanding and knowledge of family living				
Developing an understanding and knowledge of public issues				
Studying problems facing the country domestically and internationally				

ADDITIONAL GENERAL EDUCATION NEEDS: ____________________

____

____

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THE END

PLEASE DISREGARD
(for office use only)

ADDITIONAL COMMENTS:

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IMPORTANT

Please mail all three sheets (blue, brown, green) of this inventory today in the enclosed envelope.

BY: ALAN STUART HACKEL, PH.D.
THE OHIO STATE UNIVERSITY, 1971
WILLIAM D. DOWLING, ADVISER

CHAPTER I

THE NATURE OF THE PROBLEM

PURPOSE

Arising from interest expressed in police education by various academic departments at The Ohio State University as well as from the law enforcement community itself, there is reason to examine the extent to which this interest represents real or imagined need. Therefore, this study will seek to determine the extent, nature and level of need for university based education beyond basic training as this need manifests itself among practicing policemen in Franklin County, Ohio.

A possible outcome of this study might be the development of a set of recommendations or guidelines for the establishment of a course, courses, or a certificate or degree program in the area of law enforcement to be offered by The Ohio State University. Thus the study will be primarily concerned with the identification of educational needs as opposed to training needs. While this writer finds it difficult, if not impossible, to completely separate training and education, it is felt that training is not the role of the university, in this instance, whereas education is.

While the attempt here is not to assess the appropriateness of a broader police role, that is, a role which involves more and more social service as opposed to strict law enforcement and maintenance of order, it is clear that with the importance of education beyond basic or pre-service training that has been expressed, the role duties will change as more personnel are involved in more education.

Recommendations

The recommendations arising from this study speak to several agencies or institutions as well as to the need for additional research.

Recommendations for the Law Enforcement Community

1. There should be police department policy statements encouraging and rewarding educational advancement.

2. As additional educational background has been shown to increase an individual's mobility, police departments must be in a position not only to reward and retain their own personnel, but there must be some provision made for lateral employment.

3. Although a single police force would go a long way toward solving many personnel and training problems, a reasonable first step would be the creation of a single area training facility. Such a facility would reduce the need to send men long distances for certain types of training. This is particularly difficult for the small department.

4. Training programs should be expanded to include more academic courses. This could be accomplished by bringing in appropriate instructional personnel or by requiring concurrent enrollment in a specific course sequence as a part of the training program. As this study indicates, such an academic course sequence should clearly include courses in communications, social sciences, and administrative or managerial science. There is also a clear expression of need for further education in police science.

Recommendations for the Civil Service Commission

1. There should be civil service commission policy changes making it possible for police departments to encourage and reward educational advancement.

2. Serious consideration should be given to increasing the educational requirements for police service. While the basic change in this regard must be made by the Civil Service Commission, police departments must be in accord with such a step and aware of its implications.

Recommendations for the Ohio State University

1. Information concerning opportunities for continued academic education should be made available to police personnel in Franklin County, Ohio. Such information should include material about location

of opportunities, possible financial assistance, and admission requirements.

2. The Ohio State University, as the principal and most comprehensive institution of higher education in Franklin County, should regularly offer more courses in the evening hours to make educational advancement and continuing education in general a practical and possible reality.

3. The Ohio State University should seriously consider the development of a department, ultimately a degree program, in police science. It is felt that the need demonstrated by this study must be further substantiated throughout the state and appropriate programs developed to meet the educational needs necessitated by the expanding role requirements that have become a part of the police function.

If decisions are made to make increased educational opportunities available, then recognition must come for a broadened police role, which will then require new requirements for police service. If the assumption is made that change of this nature is good for police as well as society, one clear result will be increased professional standing and the ability to command a level of remuneration more consistent with the duties and training for those duties that will be involved.

Recommendations for Further Research

1. Additional research is needed to determine which factors do account for differences in role perception and the expression of need as well as how these factors function.

2. Further or continued research is in order to determine where educational programs that may be developed might best complement and augment, but not supplant, existing training programs.

Appendix B

A Need Study of Police Education in Franklin County, Ohio

Questionnaire

Schedule Number ________________
Card Number ____________________
Department Number ______________

1. What is your age? ______ yrs.

2. How long have you been a policeman? ______ yrs.

3. Where did you begin police service?
   - In Franklin County ___
   - Another Ohio County ___
   - In another state ___

4. How much pre-service training did you receive? ______ hrs.

5. When you began police service, did the department you were in conduct its own training program?
   - ___ yes
   - ___ no

6. What form did this training take?
   - formal classes ______
   - apprenticeship ______
   - self study ______

7. What is your present rank?
   - Patrolman ______
   - Sergeant ______
   - Lieutenant ______
   - Captain ______
   - Major ______
   - Chief ______
   - Other (please specify) ___
     ____

9. What is your present assignment?
   - patrol ______
   - juvenile ______
   - traffic ______
   - vice ______
   - burglary ______
   - homicide ______
   - other (please specify) ___
     ____

10. What is the highest level of formal education you have completed?
    - high school equivalent ___
    - high school graduate ___
    - some college ___
      circle number of years completed 1 2 3
    - college graduate ___
    - more than college graduate ___

____

Following is a list of duties or activities which the literature about police service indicates are generally within the performance requirements of peace officers of various ranks.

This series of items seek to measure your feelings regarding the importance of a particular duty or activity. Please rate each item regardless of whether or not it is one for which you have responsibility.

Please circle the number which represents your feeling regarding the importance of the item according to the following scale:

very important
5 4 3 2 1
little or no importance

11. Long range planning for the department. 5 4 3 2 1

12. The supervision of expenditures. 5 4 3 2 1

13. The development of a budget. 5 4 3 2 1

14. The development and supervision of a staff welfare program. 5 4 3 2 1

15. The maintenance of a pre-service training program. 5 4 3 2 1

16. The development of an extensive in-service training program. 5 4 3 2 1

17. Conducting staff meetings. 5 4 3 2 1

18. Evaluating units in the department or the entire staff. 5 4 3 2 1

19. Preserving the peace. 5 4 3 2 1

20. Developing rules, regulations and policy for the department. 5 4 3 2 1

21. Protecting life and property. 5 4 3 2 1

22. Preventing crime. 5 4 3 2 1

23. Apprehending criminals. 5 4 3 2 1

24. Recovering lost or stolen property. 5 4 3 2 1

25. Investigating citizen complaints. 5 4 3 2 1

26. Maintaining equipment. 5 4 3 2 1

27. Attending a show-up. 5 4 3 2 1

28. Establishing lines of communication within the department and working to keep them open. 5 4 3 2 1

29. Filing reports each day. 5 4 3 2 1

30. Giving directions (for example) "Officer, how do I get to ... ?) 5 4 3 2 1

31. Answering questions about police work. 5 4 3 2 1

32. Providing guard services. 5 4 3 2 1

33. Preserving peace and order at public gatherings. 5 4 3 2 1

34. Controlling pedestrians and vehicular traffic. 5 4 3 2 1

35. Serving subponeas. 5 4 3 2 1

36. Testifying in court. 5 4 3 2 1

37. Searching a corpse for identification. 5 4 3 2 1

38. Recognizing indications of foul play. 5 4 3 2 1

39. Notifying next of kin in case of death. 5 4 3 2 1

40. Intervening in a fight. 5 4 3 2 1

41. Knowledge of the concerns and problems of different age groups. 5 4 3 2 1

42. Defending self or others by use of fists, night stick, or fire arms. 5 4 3 2 1

43. Dispersing crowds at the scene of a fight, riot or accident. 5 4 3 2 1

44. Providing for the care of minor children when parents or guardians are arrested or injured. 5 4 3 2 1

45. Determining when to get a search warrant. 5 4 3 2 1

46. Guarding evidence until a warrant arrives. 5 4 3 2 1

47. Determining that a crime has been committed. 5 4 3 2 1

48. Determining the validity of a complaint. 5 4 3 2 1

49. Determining whether or not a complaint is within your jurisdiction. 5 4 3 2 1

50. Referring a complainant to an appropriate agency. 5 4 3 2 1

51. Making sure an arrest warrant is valid. 5 4 3 2 1

52. Determining the proper charge to bring against an offender. 5 4 3 2 1

53. Determining whether or not assistance is necessary in making an arrest. 5 4 3 2 1

54. Administering first aid. 5 4 3 2 1

55. Interviewing victims, witnesses, and other relevant parties in taking a report. 5 4 3 2 1

56. Recognizing when information is being withheld. 5 4 3 2 1

57. Explaining the conditions of a citation. 5 4 3 2 1

58. Conducting a preliminary search of a prisoner. 5 4 3 2 1

59. Conducting an intoxication test or requesting a blood or urine sample. 5 4 3 2 1

60. Deciding when to release a D.W.I. on bond or to retain for sobering up. 5 4 3 2 1

61. Fingerprinting and/or photographing a prisoner. 5 4 3 2 1

62. Informing a prisoner of his rights. 5 4 3 2 1

63. Quelling jail disturbances. 5 4 3 2 1

64. Guarding a prisoner in the hospital. 5 4 3 2 1

65. Preventing or attempting to prevent a suicide. 5 4 3 2 1

66. Randomly varying the patrol route. 5 4 3 2 1

67. Recognizing clues that may indicate that a crime is being, or has been committed. 5 4 3 2 1

68. Operating a vehicle under emergency conditions. 5 4 3 2 1

69. Questioning a suspicious person. 5 4 3 2 1

70. Inspecting establishments in which liquor is served. 5 4 3 2 1

71. Deciding whether to just observe a demonstration, or control it, or disperse demonstrators. 5 4 3 2 1

72. Recognizing mob leaders or agitators and remove them from the crowd. 5 4 3 2 1

73. Insistence on compliance with standard operating procedure. 5 4 3 2 1

74. Frequent and irregular inspection by supervisors or a commanding officer. 5 4 3 2 1

75. Prompt and proper response to all complaints. 5 4 3 2 1

76. Complete familiarity with the city. 5 4 3 2 1

77. Complete familiarity with the beat or route. 5 4 3 2 1

78. Foot patrol. 5 4 3 2 1

79. Motor patrol. 5 4 3 2 1

80. Knowledge of people on the beat or route, and their routines. 5 4 3 2 1

81. Developing friendships with people on the beat or route for informational value. 5 4 3 2 1

82. An alert, businesslike, military bearing. 5 4 3 2 1

83. Patrolling every part of the beat. 5 4 3 2 1

84. Advising merchants of suitable crime prevention methods and devices.

85. Remaining on the same beat indefinitely. 5 4 3 2 1

86. Strict enforcement of the law. 5 4 3 2 1

87. Observing and reporting traffic conditions. 5 4 3 2 1

88. An understanding of minority groups. 5 4 3 2 1

89. In your beat, if in an area where the residents spoke a language other than English, how important would ability in that language be to you and your work as a policeman in that area?

90. Investigating complaints concerning police personnel. 5 4 3 2 1

91. Cooperating with the press. 5 4 3 2 1

92. Knowledge of drugs and their effects. 5 4 3 2 1

93. Knowledge and understanding of causative factors in crimes. 5 4 3 2 1

94. Determining if death has occurred, what caused death, and when. 5 4 3 2 1

95. Police department specialization by type of crime. 5 4 3 2 1

96. Child guidance. 5 4 3 2 1

97. Controlling delinquency. 5 4 3 2 1

98. Intervening in family fights. 5 4 3 2 1

99. Cooperating with firemen at the scene of a fire. 5 4 3 2 1

100. Enforcing curfew laws. 5 4 3 2 1

101. Developing observations skills. 5 4 3 2 1

Please rate the possible courses listed below in terms of your opinion as to the need for or importance of each in a police education program.

COMMUNICATIONS

102. English composition 5 4 3 2 1

103. Narrative writing 5 4 3 2 1

104. Informative writing 5 4 3 2 1

105. Critical writing 5 4 3 2 1

106. Technical writing 5 4 3 2 1

107. Literature 5 4 3 2 1

108. English usage 5 4 3 2 1

109. Principles of effective speaking 5 4 3 2 1

110. Group discussion 5 4 3 2 1

111. Parlimentary law 5 4 3 2 1

112. Voice and diction 5 4 3 2 1

113. Persuasive communication 5 4 3 2 1

114. Argumentation and debate 5 4 3 2 1

115. Informative communication 5 4 3 2 1

116. The rhetoric of Negro American 5 4 3 2 1

117. Radio and T. V. Communication 5 4 3 2 1

118. Communication in Decision Making 5 4 3 2 1

SOCIAL SCIENCE

119. Introduction to Ethnology 5 4 3 2 1

120. Dynamics of American Culture 5 4 3 2 1

121. Introduction to Anthropology 5 4 3 2 1

122. Social Relations in Folk Societies 5 4 3 2 1

123. Physical Anthropology 5 4 3 2 1

124. The Economic System 5 4 3 2 1

125. Ideas of Great Economists 5 4 3 2 1

126. Comparative Economic Systems 5 4 3 2 1

127. Economic History 5 4 3 2 1

128. Government Finance 5 4 3 2 1

129. Population 5 4 3 2 1

130. Labor Economics 5 4 3 2 1

131. Geography 5 4 3 2 1

132. Geography of Ohio 5 4 3 2 1

133. Climatology 5 4 3 2 1

134. Urban Geography 5 4 3 2 1

135. History of Western Civilization 5 4 3 2 1

136. American History 5 4 3 2 1

137. American Civilization 5 4 3 2 1

138. American Negro History 5 4 3 2 1

139. The American Colonies 5 [✓ 4] 3 2 1

140. The American Revolution 5 4 3 2 1

141. Jeffersonian and Jacksonian Democracy 5 4 3 2 1

142. The Slavery Controversy in the United States 5 4 3 2 1

143. The United States in the Twentieth Century 5 4 3 2 1

144. American Military Policy 5 4 3 2 1

145. American Social Thought 5 4 3 2 1

146. Political History 5 4 3 2 1

147. Ohio History 5 4 3 2 1

148. American National Government 5 4 3 2 1

149. The American System of Government 5 4 3 2 1

150. Fundamentals of Government 5 4 3 2 1

151. American Municipal Government 5 4 3 2 1

152. Ohio Government 5 4 3 2 1

153. Democracy and Dictatorship 5 4 3 2 1

154. Principles of Public Administraion 5 4 3 2 1

155. Public Personnel Administration 5 4 3 2 1

156. Administration of Justice 5 4 3 2 1

157. Constitutional Law 5 4 3 2 1

158. International Law 5 4 3 2 1

159. Introduction to Jurisprudence 5 4 3 2 1

160. American Political Parties and Pressure Groups 5 4 3 2 1

161. Public Opinion and Political Behavior 5 4 3 2 1

162. The Policy Process 5 4 3 2 1

163. General Psychology 5 4 3 2 1

164. Sensation and Perception 5 4 3 2 1

165. Motivation and Action 5 4 3 2 1

166. Learning and Thinking 5 4 3 2 1

167. Social Psychology 5 4 3 2 1

168. Abnormal Psychology 5 4 3 2 1

169. Psychology of Personality 5 4 3 2 1

170. Vocational Psychology 5 4 3 2 1

171. Psychology of Childhood 5 4 3 2 1

172. Adolescence 5 4 3 2 1

173. Engineering Psychology 5 4 3 2 1

174. Industrial Psychology 5 4 3 2 1

175. Psychology of Advertising 5 4 3 2 1

176. Public Attitudes 5 4 3 2 1

177. Prejudice and Personality 5 4 3 2 1

178. Psychology of Aging 5 4 3 2 1

179. Delinquent Children 5 4 3 2 1

180. Introduction to Sociology 5 4 3 2 1

181. American Minority Relations 5 4 3 2 1

182. Sociology of Urban Life 5 4 3 2 1

183. Varieties of Modern Marriage 5 4 3 2 1

184. Social Change 5 4 3 2 1

185. Criminology 5 4 3 2 1

186. Penology 5 4 3 2 1

187. Sociology of the Family 5 4 3 2 1

188. The Child and Society 5 4 3 2 1

189. Sociology of Organizations 5 4 3 2 1

190. Social Stratification 5 4 3 2 1

191. Human Relations in Industry 5 4 3 2 1

192. Comparative Race Relations 5 4 3 2 1

193. The Community 5 4 3 2 1

194. Sociology of Deviant Behavior 5 4 3 2 1

195. Control and Prevention of Crime and Delinquency 5 4 3 2 1

196. The Individual in Society 5 4 3 2 1

197. Small Groups 5 4 3 2 1

BIOLOGICAL AND PHYSICAL SCIENCE

198. General Biology 5 4 3 2 1

199. Principles of Heredity 5 4 3 2 1

200. Evolution 5 4 3 2 1

201. General Botany 5 4 3 2 1

202. General Chemistry 5 4 3 2 1

203. Organic Chemistry 5 4 3 2 1

204. Identification of Compounds 5 4 3 2 1

205. Qualitative Analysis 5 4 3 2 1

206. Quantitative Analysis 5 4 3 2 1

207. Nuclear Chemistry 5 4 3 2 1

208. Introduction to Physics 5 4 3 2 1

209. Mechanics and Heat 5 4 3 2 1

210. Electricity, Magnetism and Heat 5 4 3 2 1

211. Nuclear Physics 5 4 3 2 1

212. Mathematics 5 4 3 2 1

213. Statistics 5 4 3 2 1

214. Human Anatomy 5 4 3 2 1

215. Astronomy 5 4 3 2 1

216. Geology 5 4 3 2 1

217. Hygiene 5 4 3 2 1

218. First Aid 5 4 3 2 1

219. Community Health 5 4 3 2 1

220. Disease Control 5 4 3 2 1

ADMINISTRATION AND MANAGERIAL TOPICS

221. Personal Finance 5 4 3 2 1

222. Secretarial Work 5 4 3 2 1

223. Principles of Management 5 4 3 2 1

224. Business Law 5 4 3 2 1

225. Personnel Management 5 4 3 2 1

226. Management Processes 5 4 3 2 1

227. Administrative Behavior 5 4 3 2 1

228. Managerial Finance 5 4 3 2 1

229. Office Organization and Management 5 4 3 2 1

230. Administrative Principles 5 4 3 2 1

PROFESSIONAL COURSES

231. Introduction to Law Enforcement 5 4 3 2 1

232. Criminal Law 5 4 3 2 1

233. Criminal Evidence 5 4 3 2 1

234. Police Report Writing 5 4 3 2 1

235. Criminal Procedures 5 4 3 2 1

236. Patrol Procedures 5 4 3 2 1

237. Criminal Investigation 5 4 3 2 1

238. Introduction to Criminalistics 5 4 3 2 1

239. Police Administration 5 4 3 2 1

240. Police Supervision 5 4 3 2 1

241. Juvenile Control 5 4 3 2 1

242. Police Records Administration 5 4 3 2 1

243. Arrest, Search and Seizure 5 4 3 2 1

244. Vice Control 5 4 3 2 1

245. Police Internship 5 4 3 2 1

246. Crime Photography 5 4 3 2 1

247. Can you list any additional courses or topics that you think would be important?

____

____

____

____

____

248. Can you think of any obstacles which would make the educational advancement of policemen particularly difficult.

____

____

____

____

____

249. Would the continuation of your education be of value to you and your work as a policeman?

____

Why?__________________________

____

____

____

250. If you returned to school, would you object to being in classes with college students 18-22 years of age?

____

Why?__________________________

____

____

____

251. If all the factors were right, (finances, right time, right courses) would you continue your education?

____

____

252. Must there be a specific program in law enforcement or do you think policemen could benefit from a liberal arts degree?

____
____
____
____
____

253. Can you list any character traits that you feel are particularly important for success in police work?

____
____
____
____
____

254. Do you have any suggestions for the improvement of this questionnaire?

____
____
____
____
____

THANK YOU!

Appendix D

A Need Study of Police Education in Franklin County, Ohio

Questionnaire

Schedule Number ____________
Department Number ____________

1. What is your age? ______yrs.

2. How long have you been a policeman?______yrs.

3. Where did you begin police service?
   1 In Franklin County ______
   2 Another Ohio County ______
   3 In another state ______

4. How much pre-service training did you receive?______hrs.

5. When you began police service, did the department you were in conduct its own training program? ___yes
   ___no

6. What form did this training take?
   1 formal classes ______
   2 apprenticeship ______
   3 self study ______

7. What is your present rank?
   1 Patrolman ______
   2 Sergeant ______
   3 Lieutenant ______
   4 Captain ______
   5 Major ______
   6 Chief ______
   0 Other (please specify)___
   ____

8. How long have you held your present rank? _____years
   _____months

9. What is your present assignment?
   1 patrol ______
   2 juvenile ______
   3 traffic ______
   4 vice ______
   5 burglary ______
   6 homicide ______
   0 other (please specify)___
   ____

10. What is the highest level of formal education you have completed?
   1 high school equivalent ___
   2 high school graduate ___
   3 some college ___
   circle number of years completed 1 2 3
   4 college graduate ___

5 more than college graduate ___

Following is a list of duties or activities which the literature about police service indicates are generally within the performance requirements of peace officers of various ranks.

This series of items seeks to measure your feelings regarding the importance of a particular duty or activity. Please rate each item regardless of whether or not it is one which you normally perform or one for which you have responsibility.

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very important
5 4 3 2 1
little or no importance

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12. The supervision of expenditures. 5 4 3 2 1

13. The development of a budget. 5 4 3 2 1

14. Conducting staff meetings. 5 4 3 2 1

15. Evaluating units in the department or the entire staff. 5 4 3 2 1

16. Maintaining equipment. 5 4 3 2 1

17. Searching a corpse for identification. 5 4 3 2 1

18. Recognizing indications of foul play. 5 4 3 2 1

19. Intervening in a fight. 5 4 3 2 1

20. Defending self or others by use of fists, night stick, or fire arms. 5 4 3 2 1

21. Dispersing crowds at the scene of a fight, riot or accident. 5 4 3 2 1

22. Referring a complainant to an appropriate agency. 5 4 3 2 1

23. Making sure an arrest warrant is valid. 5 4 3 2 1

24. Administering first aid. 5 4 3 2 1

25. Interviewing victims, witnesses, and other relevant parties in taking a report. 5 4 3 2 1

26. Explaining the conditions of a citation. 5 4 3 2 1

27. Quelling jail disturbances. 5 4 3 2 1

28. Frequent and irregular inspection by supervisors or a commanding officer. 5 4 3 2 1

29. Motor patrol. 5 4 3 2 1

30. An alert, businesslike, military bearing. 5 4 3 2 1

31. Advising merchants of suitable crime prevention methods and devices. 5 4 3 2 1

32. Strict enforcement of the law. 5 4 3 2 1

33. Cooperating with the press. 5 4 3 2 1

34. Knowledge of drugs and their effects. 5 4 3 2 1

35. Knowledge and understanding of causative factors in crimes. 5 4 3 2 1

36. Determining if death has occurred, what caused death, and when. 5 4 3 2 1

37. Child guidance. 5 4 3 2 1

38. Controlling delinquency. 5 4 3 2 1

39. Cooperating with firemen at the scene of a fire. 5 4 3 2 1

Please rate the possible courses listed below in terms of your opinion as to the need for or importance of each in a police education program.

COMMUNICATIONS

40. English composition 5 4 3 2 1

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42. Informative writing 5 4 3 2 1

43. Critical writing 5 4 3 2 1

44. Technical writing 5 4 3 2 1

45. Literature 5 4 3 2 1

46. English usage 5 4 3 2 1

47. Principles of effective speaking 5 4 3 2 1

48. Group discussion 5 4 3 2 1

49. Parlimentary law 5 4 3 2 1

50. Voice and diction 5 4 3 2 1

51. Persuasive communication 5 4 3 2 1

52. Argumentation and debate 5 4 3 2 1

53. Informative communication 5 4 3 2 1

54. The rhetoric of Negro America 5 4 3 2 1

55. Radio and T. V. Communication 5 4 3 2 1

56. Communication in Decision making 5 4 3 2 1

SOCIAL SCIENCE

57. Introduction to Ethnology 5 4 3 2 1

58. Dynamics of American Culture 5 4 3 2 1

59. Introduction to Anthropology 5 4 3 2 1

60. Social Relations in Folk Societies 5 4 3 2 1

61. Physical Anthropology 5 4 3 2 1

62. The Economic System 5 4 3 2 1

63. Ideas of Great Economists 5 4 3 2 1

64. Comparative Economic Systems 5 4 3 2 1

65. Economic History 5 4 3 2 1

66. Government Finance 5 4 3 2 1

67. Population 5 4 3 2 1

68. Labor Economics 5 4 3 2 1

69. Geography 5 4 3 2 1

70. Geography of Ohio 5 4 3 2 1

71. Climatology 5 4 3 2 1

72. Urban Geography 5 4 3 2 1

73. History of Western Civilization 5 4 3 2 1

74. American History 5 4 3 2 1

75. American Civilization 5 4 3 2 1

76. American Negro History 5 4 3 2 1

77. The American Colonies 5 4 3 2 1

78. The American Revolution 5 4 3 2 1

79. Jeffersonian and Jacksonian Democracy 5 4 3 2 1

80. The Slavery Controversy in the United States 5 4 3 2 1

81. The United States in the Twentieth Century 5 4 3 2 1

82. American Military Policy 5 4 3 2 1

83. American Social Thought 5 4 3 2 1

84. Political History 5 4 3 2 1

85. Ohio History 5 4 3 2 1

86. American National Government 5 4 3 2 1

87. The American System of Government 5 4 3 2 1

88. Fundamentals of Government 5 4 3 2 1

89. American Municipal Government 5 4 3 2 1
90. Ohio Government 5 4 3 2 1
91. Democracy and Dictatorship 5 4 3 2 1
92. Principles of Public Administration 5 4 3 2 1
93. Public Personnel Administration 5 4 3 2 1
94. Administration of Justice 5 4 3 2 1
95. Constitutional Law 5 4 3 2 1
96. International Law 5 4 3 2 1
97. Introduction to Jurisprudence 5 4 3 2 1
98. American Political Parties and Pressure Groups 5 4 3 2 1
99. Public Opinion and Political Behavior 5 4 3 2 1
100. The Policy Process 5 4 3 2 1
101. General Psychology 5 4 3 2 1
102. Sensation and Perception 5 4 3 2 1
103. Motivation and Action 5 4 3 2 1
104. Learning and Thinking 5 4 3 2 1
105. Social Psychology 5 4 3 2 1
106. Abnormal Psychology 5 4 3 2 1
107. Psychology of Personality 5 4 3 2 1
108. Vocational Psychology 5 4 3 2 1
109. Psychology of Childhood 5 4 3 2 1
110. Adolescence 5 4 3 2 1
111. Engineering Psychology 5 4 3 2 1
112. Industrial Psychology 5 4 3 2 1
113. Psychology of Advertising 5 4 3 2 1
114. Public Attitudes 5 4 3 2 1
115. Prejudice and Personality 5 4 3 2 1
116. Psychology of Aging 5 4 3 2 1
117. Delinquent Children 5 4 3 2 1
118. Introduction to Sociology 5 4 3 2 1
119. American Minority Relations 5 4 3 2 1

120. Sociology of Urban Life 5 4 3 2 1
121. Varieties of Modern Marriage 5 4 3 2 1
122. Social Change 5 4 3 2 1
123. Criminology 5 4 3 2 1
124. Penology 5 4 3 2 1
125. Sociology of the Family 5 4 3 2 1
126. The Child and Society 5 4 3 2 1
127. Sociology of Organizations 5 4 3 2 1
128. Social Stratification 5 4 3 2 1
129. Human Relations in Industry 5 4 3 2 1
130. Comparative Race Relations 5 4 3 2 1
131. The Community 5 4 3 2 1
132. Sociology of Deviant Behavior 5 4 3 2 1
133. Control and Prevention of Crime and Delinquency 5 4 3 2 1
134. The Individual in Society 5 4 3 2 1
135. Small Groups 5 4 3 2 1

BIOLOGICAL AND PHYSICAL SCIENCE

136. General Biology 5 4 3 2 1
137. Principles of Heredity 5 4 3 2 1
138. Evolution 5 4 3 2 1
139. General Botany 5 4 3 2 1
140. General Chemistry 5 4 3 2 1
141. Organic Chemistry 5 4 3 2 1
142. Identification of Compounds 5 4 3 2 1
143. Qualitative Analysis 5 4 3 2 1
144. Quantitative Analysis 5 4 3 2 1
145. Nuclear Chemistry 5 4 3 2 1
146. Introduction to Physics 5 4 3 2 1
147. Mechanics and Heat 5 4 3 2 1
148. Electricity, Magnetism and Heat 5 4 3 2 1
149. Nuclear Physics 5 4 3 2 1
150. Mathematics 5 4 3 2 1

151. Statistics 5 4 3 2 1

152. Human Anatomy 5 4 3 2 1

153. Astronomy 5 4 3 2 1

154. Geology 5 4 3 2 1

155. Hygiene 5 4 3 2 1

156. First Aid 5 4 3 2 1

157. Community Health 5 4 3 2 1

158. Disease Control 5 4 3 2 1

ADMINISTRATION AND MANAGERIAL TOPICS

159. Personal Finance 5 4 3 2 1

160. Secretarial Work 5 4 3 2 1

161. Principles of Management 5 4 3 2 1

162. Business Law 5 4 3 2 1

163. Personnel Management 5 4 3 2 1

164. Management Processes 5 4 3 2 1

165. Administrative Behavior 5 4 3 2 1

166. Managerial Finance 5 4 3 2 1

167. Office Organization and Management 5 4 3 2 1

168. Administrative Principles 5 4 3 2 1

PROFESSIONAL COURSES

169. Introduction to Law Enforcement 5 4 3 2 1

170. Criminal Law 5 4 3 2 1

171. Criminal Evidence 5 4 3 2 1

172. Police Report Writing 5 4 3 2 1

173. Criminal Procedures 5 4 3 2 1

174. Patrol Procedures 5 4 3 2 1

175. Criminal Investigation 5 4 3 2 1

176. Introduction to Criminalistics 5 4 3 2 1

177. Police Administration 5 4 3 2 1

178. Police Supervision 5 4 3 2 1

179. Juvenile Control 5 4 3 2 1

180. Police Records Administration 5 4 3 2 1

181. Arrest, Search and Seizure 5 4 3 2 1

182. Vice Control 5 4 3 2 1

183. Police Internship 5 4 3 2 1

184. Crime Photography 5 4 3 2 1

185. Can you list any additional courses or topics that you think would be important?

____

____

____

____

____

186. Can you think of any obstacles which would make the educational advancement of policemen particularly difficult?

____

____

____

____

____

187. Would the continuation of your education be of value to you and your work as a policeman?
1. yes____ 2. no____
Why?_______________________

____

____

____

188. If you returned to school, would you object to being in classes with college students 18-22 years of age?

____

Why?_______________________

____

____

____

189. If all the factors were right, (finances, right time, right courses) would you continue your education?
1. yes____ 2. no____

190. Must there be a specific program in law enforcement or do you think policemen could benefit from a liberal arts degree?

____

____

____

____

____

191. Can you list any character traits that you feel are particularly important for success in police work?

____

____

____

____

____

192. Do you have any suggestions for the improvement of this questionnaire?

____

____

____

____

____

THANK YOU!

DIFFERENCES BETWEEN SELECTED INDIVIDUAL AND FAMILY CHARACTERISTICS OF HOMEMAKERS AND THEIR RECEPTION, VALUE RATING AND DESIRE FOR HOME AND FAMILY LIVING EDUCATION

Opal Hurley MANN, Ph.D.
The Ohio State University, 1971

Adviser: Professor William D. Dowling

This study was conducted to determine if there were significant differences between selected individual and family characteristics of homemakers and home and family living education which they had received, rated as most valuable and desired in the future.

Data were collected by personal interview from 2,574 Kentucky homemakers. Of this number, 1,350 were members and 1,224 were not members of the Homemaker Clubs of the Cooperative Extension Service. The Homemaker Club member respondents were a 5 percent stratified random sample of the statewide Homemaker Club membership. The sample of nonmembers was selected from homemakers assumed to have characteristics and interests like the members.

The independent variable characteristics of the homemakers, hypothesized to be differentiating factors in their reception, value rating and desire for home and family living education were: (1) place of residence, (2) educational level, (3) age, (4) employment status and (5) tenure as a Homemaker Club member.

Two levels of independent variables were considered. The first was home and family living content areas of: (1) family life; (2) foods, nutrition and preservation; (3) clothing, textiles and grooming; (4) home furnishings; (5) housing; and (6) home management, health and safety. Second was subject matter within these content areas.

Significant differences, at the .05 level, were found between:

1. Content areas of home and family living education (1) received by homemakers when educational level and tenure as a Homemaker Club member were considered and (2) rated as most valuable and desired in the future when age and employment status were considered.
2. Subject matter within content areas of home and family living (1) received by homemakers when place of residence, age, employment status and tenure as a Homemaker Club member were considered; (2) valued by homemakers when place of residence, employment status, and tenure as a Homemaker Club member were considered; and (3) desired in the future when place of residence, age and employment status were considered.

The independent variables which were the strongest differentiating factors between content areas of home and family living education were: (1) tenure as a Homemaker Club member, followed by educational level when education which homemakers had received was considered and (2) age and employment status when education which homemakers valued and desired in the future was considered.

The independent variables which were the strongest differentiating factors between subject matter within content areas of home and family living were: (1) tenure as a Homemaker Club member, followed by age, place of residence and employment status when subject matter which homemakers had received was considered; (2) employment status, followed by place of residence and tenure as a Homemaker Club member when subjects which homemakers rated as most valuable were considered, and (3) age, followed by employment status and place of residence when subject matter information desired in the future was considered.

Age was the strongest differentiating factor between home and family living education valued and desired by homemakers. Therefore, a conceptual model was developed depicting content areas of home and family living and subjects valued and desired by homemakers during four different stages of the family life cycle.

The highest percentages of homemakers who had received educational information in home and family living tended to be rural farm residents, above 45 years of age with high school education or above, not employed and having more than 5 years tenure as a Homemaker Club member. Higher percentages of homemakers with less than high school education desired information than had received such information. The highest percentages desiring information tended to be rural farm or rural nonfarm homemakers under 44 years of age, employed and with fewer than 2 years tenure as a Homemaker Club member.

Order No. 71-27,517, 327 pages.

APPENDIX B

THE PERSONAL INTERVIEW SCHEDULE

HOME ECONOMICS EXTENSION PROGRAM SURVEY 1966

COVER PAGE

NAME OF INTERVIEWER________________________

ADDRESS______________________________

TELEPHONE NO.__________________________

DATE OF INTERVIEW______________________

TIME INTERVIEW BEGAN____________________

TIME INTERVIEW ENDED____________________

(1-4) NAME OF PERSON BEING INTERVIEWED____________________

ADDRESS____________________________________

(5-7) COUNTY____________________________________

(8-9) NUMBER OF EXTENSION AREA OF PERSON INTERVIEWED____________

HOMEMAKER CLUB MEMBER____________

NON-HOMEMAKER CLUB MEMBER__________

(Please check (✓) above to indicate appropriate classification of person being interviewed)

APPENDIX B--Continued

-1-

HOME ECONOMICS EXTENSION PROGRAM SURVEY 1966

Personal Information

(10) Is resident
    (1) urban?_____
    (2) rural non-farm?_____
    (3) rural farm?_____
(11) Approximate age of homemaker being interviewed:
    (1) Under 25_____
    (2) 25-44_____
    (3) 45-64_____
    (4) 65 or above_____
(12) Is the homemaker:
    (1) Single_____
    (2) Married_____
    (3) Divorced or Separated_____
    (4) Widowed_____

How many dependent children does the homemaker have of the following ages or classes:
(13) Pre-school (not of school age)____________________
(14) Elementary grades (1-8)____________________
(15) High School (9-12)____________________
(16) College____________________
(17) Not in school but of school age (7-16)____________________
(18) Above school age but are dependent on family_____
(19) No dependent children____________________

(20) What is the approximate educational level of the homemaker?
    (1) Sixth grade or less________
    (2) More than sixth grade but less than high school________
    (3) High School graduate but no college________
    (4) Some college but less than college graduate________
    (5) College graduate or more________

(21) Does the homemaker work outside of the home (a job or employment)?
    (1) yes______
    (2) no______

(22) If answer is yes, to what extent does the homemaker work outside of the home?
    (1) fulltime______
    (2) 1/2 time______
    (3) occasionally______

(23-24) If the homemaker works outside of the home what is her occupation?________________

Please indicate her occupation by checking column "1" in the list of occupations on the following page:

(25-26) What is the job or occupation of the homemaker's husband?____________________

Please indicate his occupation by checking column "2" in the list of occupations on the following page:

APPENDIX B--Continued

-2-

LIST OF OCCUPATIONS	Column "1" Occupation of Homemaker	Column "2" Occupation of Husband of Homemaker
(01) Professional or technical worker including engineer, technician, medical, health, teacher, etc.		
(02) Farmer, farm owner, tenant, or farm manager		
(03) Supervisor, official, manager, proprietor		
(04) Clerical, salesman, secretary, etc.		
(05) Craftsman, construction, mechanic, electrician, plumber, machinist, etc.		
(06) Operative, as bus or taxi driver, deliveryman, miner, factory worker, etc.		
(07) Household and public service as kitchen, home or lawn worker, waiter, cook, etc.		
(08) Protective and other service worker as sheriff, watchman, fireman, barber, hairdresser.		
(09) Laborer, as farm, mine, garage, fisherman, janitor, carpenter's helper, etc.		
(10) Not employed		
(11) Other (list occupation)		

Please record the homemaker's responses to the following questions:

(27) Are you a member of a Homemakers Club?
- (1) yes_____
- (2) no_____

(28) If you are now a member, how many years have you been a Homemaker Club Member?
- (1) Less than 2 years_______
- (2) 2-4 years_______
- (3) 5-9 years_______
- (4) 10-19 years_______
- (5) 20 years and above_______

(29) If you are not a Homemaker Club member, have you ever belonged to a Homemakers Club?
- (1) yes_____
- (2) no_____

(30) If the answer is yes, how long did you belong to a Homemakers Club?
- (1) Less than 2 years_______
- (2) 2-4 years_______
- (3) 5-9 years_______
- (4) 10 years and over_______

APPENDIX B--Continued

-3-

Participation in Extension Programs and Activities

Do you now participate or have you in the past participated in any of the following areas of the Cooperative Extension Program:

AREAS OF PARTICIPATION	Yes (1)	No (2)
(31) 4-H Club		
(32) Agricultural meetings or activities		
(33) Home Economics workshops or meetings other than Homemakers Clubs		
(34) County Extension Council		
(35) Community or County Extension Program Planning Meetings		
(36) Other areas of the Extension program		

If you answered "yes" to (36) above, please list the "other" area(s). ____________________

Have you received information from the Extension Service pertaining to Home Economics, through any of the following methods or media:

METHODS (media used by Extension workers)	Yes (1)	No (2)
(37) Radio		
(38) T.V.		
(39) Newspaper		
(40) Telephone		
(41) Letters		
(42) Office call, home visit or conference with Home Demonstration Agent		
(43) Another person as a homemaker, 4-H club leader or 4-H Club member		
(44) Extension bulletins or lesson sheets from Extension office, peg-boards, displays, through the mail or similar sources.		
(45) Other (specify below:)		

If you indicated above (No. 45) that you received information from Extension Service by "other" methods, please list the source(s) or method(s)____________________

APPENDIX B--Continued

-4-

The Cooperative Extension Service program provides people with many experiences through a variety of activities and events. Several of these experiences are listed below. Each experience which you have received possibly gave you satisfactions. Identify the extent of these satisfactions by placing a check (✓) mark under the word in column 1, 2, or 3 which most appropriately describes the satisfaction received from each experience. If you have not received the experience check column 4 "None."

Each experience should be checked in one of the four columns (1, 2, 3 or 4) below. The columns are to be interpreted as follows:

(Column 1) Very much - Experiences were of great value to you, your family and others.
(Column 2) Some - Experiences were of some value to you, your family and others.
(Column 3) Very little - Experiences were of very little or no value to you, your family and others.
(Column 4) None - Did Not Receive Experience. You did not receive the described experience or activity.

Experiences	Satisfaction from Each Experience Received			Did Not Receive Experience
	(1) very much	(2) some	(3) very little	(4) None
(46) Member of Homemakers Club				
(47) Leader in Homemakers Organization				
(48) Member 4-H Club				
(49) Adult Leader of 4-H Club				
(50) Member of County Extension Council or 4-H Council				
(51) Receiving Extension education or guidance which led to major improvements in home, farm or family life.				
(52) Taking part in county events or activities as annual meetings, Fairs, Field days, achievement days.				
(53) Taking part in District and State activities as annual meetings, camps, and other events.				
(54) Others (please state).				

APPENDIX B--Continued

-5-

Participation in Non-Extension Programs and Activities

You may have received home economics or family living information or training from educational sources other than the Extension Service. Refer to the columns below and place a check mark in the "yes" column following each source where you have received information. Likewise check the "no" column following each source which has not supplied you with information or training.

Sources of Home Economics and Family Living Information	(1) Yes	(2) No
(55) Meetings or demonstrations by commercial home economists		
(56) Adult Home Economics classes in school or vocational Home Economics Adult Education		
(57) Other adult classes or special courses taught in school		
(58) Meetings or special classes held by Health Department or other agencies.		
(59) Talking with store managers, clerks, salesmen or other business representatives.		
(60) Others: Please list source(s)		

EXTENSION PROGRAM INFORMATION

The Kentucky Cooperative Extension Service is constantly trying to improve its programs and services to help people with their problems and needs. Home Economics Extension programs help families to identify and solve problems which affect the family and the community. Both young and adults receive information and training in many areas of Home Economics and family life, including health, food, clothing, housing, child care, management, culture and current concerns.

(61-62) **In your opinion, what could be done to make the Extension program of greater value to you and to families whom you know?** This also includes families of non-homemaker club members. (If more than one thing is listed please list the most important reason first; the next most important reason second, etc.)

1. ____________________
2. ____________________
3. ____________________

APPENDIX B--Continued

-6-

Homemaker Clubs in Kentucky provide a way for Extension to reach thousands of families with helpful information in homemaking and family living.

(63-66) If you belong to a Homemaker's club, what reasons or advantages would you give a friend for belonging? (List the reasons according to their importance, listing the most important reason first, etc.)

1. ______________________________
2. ______________________________
3. ______________________________

(67-68) If you are not presently a member of a Homemaker's Club, but have been in the past, why did you quit?

If there is more than one reason list the most important reason first, etc.)

1. ______________________________
2. ______________________________
3. ______________________________

(69) Do you have any personal friends who were once members of the Homemaker's Club, but who no longer participate? (1) Yes_____ (2) No_____.

(70-71) If answer is yes, why do you think they dropped out? (If more than one reason, list the most important reason first, etc.)

1. ______________________________
2. ______________________________
3. ______________________________

(72) Do you have friends whom you feel would benefit from belonging to the Homemaker's Club, but who have never been members? (1) Yes_____ (2) No_____.

(73-74) Why have they not become members? (List the most important reason first, etc.)

1. ______________________________
2. ______________________________
3. ______________________________

SUBJECT MATTER INFORMATION TO BE SECURED

Now think of all the Home Economics and Family Living training or information which you have received during the past five years. Think of all sources of information which you received such as: meetings, demonstrations, exhibits, workshops and out-of-school classes for adults. Also think of educational Home Economics and Family Living information or training which you have regularly received by radio, T.V., newspaper, or through magazines, books, conferences or contacts with others.

APPENDIX B--Continued

-7-

Home Economics Subject Matter Areas are listed below. Please do the following:

a. Refer to the "Received Information" column and indicate whether or not information has been received in each subject matter area by placing a check (✓) mark in the appropriate "yes" or "no" blank (see extra page summarizing types of information included in each Home Economics area).

b. In the "Two most valuable" column identify with a check (✓) mark the two areas of Home Economics which are considered to have been of most value - (Information must have been received on these areas and they must be checked "yes" in the first column.)

c. In the "One least valuable" column identify with a check (✓) mark the one area of Home Economics from which information received has been of least value - (This area must have been checked "yes" in the "Received Information" column.)

d. In the "Wish Information in the Future" column check (✓) in the appropriate "yes" or "no" blank to indicate whether or not future information is desired in each of the areas of Home Economics.

HOME ECONOMICS SUBJECT MATTER AREAS

Home Economics Areas	Received Information		Two Most Valuable	One Least Valuable	Wish Information In the Future	
	(1) yes	(2) no	(1) most	(2) least	(1) yes	(2) no
(10-12) Family Life						
(13-15) Foods and Nutrition - Food Preservation						
(16-18) Clothing and Textiles - Grooming						
(19-21) Home Furnishing						
(22-24) Housing						
(25-27) Home Management - Health & Safety						
(28-30) Other (Please specify)						

(31) If one of the two home economics areas check in the "most" column above has been of greater value than the other, please write the name of the area of greater value________________________________.

APPENDIX B--Continued

Rating the "Two Most Valuable" and the "One Least Valuable" Home Economics Subject Matter Areas checked on Page 7 (Three AREAS only)

Topics of major interest in each area of Home Economics are listed below. Please do the following:

(1) Locate the two Home Economics areas which were checked on the previous page as being of "most value."
(2) Locate the one which was checked as being of "least value."
(3) Check each topic in these three areas of Home Economics as follows:
  a. Refer to the "Received Information" column and indicate whether or not the information was received by placing a check (✓) in either the "yes" or "no" blank following each topic of major interest.
  b. In the column labeled "value rating of "yes" Topics," place a check (✓) under the word (much, some, little or none) which best describes the value which has been received from each topic. (Rate only those topics checked "yes" in the "Received Information" column.)
  c. In the "Wish Information in the Future" column, place a check (✓) in the appropriate "yes" or "no" blanks.

Areas of Home Economics and Topics of Major Interest	Rec'd Inf.		Value Rating of "yes" Topics				Wish Information in Future	
	(1) yes	(2) no	(1) much	(2) some	(3) little	(4) none	(1) yes	(2) no
Family Life								
(32-34) Learning to give guidance regarding education, training, and careers.								
(35-37) Learning of community agencies and services that help families.								
(38-40) Understand children and youth at different age levels.								
(41-43) Learning the meaning of discipline.								
(44-46) Guiding teenagers in decisions regarding sex relationship and preparation for marriage.								
(47-49) Understanding myself and others.								
(50-52) Planning wise use of leisure time.								
(53-55) Understanding special problems of older people and/or the handicapped.								
(56-58) Planning family recreation.								
(59-61) Gaining a better understanding of mental health.								
(62-64) Understanding relationships with the family.								

APPENDIX B--Continued

-9-

HOME ECONOMICS AREAS AND TOPICS

Areas of Home Economics and Topics of Major Interest		Rec'd Inf.		Value Rating of "yes" Topics				Wish Information in Future	
		(1) yes	(2) no	(1) much	(2) some	(3) little	(4) none	(1) yes	(2) no
	Foods and Nutrition - Food Preservation								
(65-67)	Learning nutrition needs of family members.								
(68-70)	Meal planning information to help plan meals to meet nutrition needs. (Oven meals, broiler meals, buffet meals, quick meals, outdoor meals, etc.)								
(71-73)	Consumer information to help in buying foods wisely. Buying meats, milk products, cereals and fruits and vegetables, etc.								
(74-76)	Methods in food preparation. Meat cookery, Vegetable cookery, breads, salads, desserts, etc.								
(10-12)	Learning to can, freeze and preserve and store foods correctly and safely.								
(13-15)	Learning to use the home freezer to secure maximum benefit to family.								
	Clothing and Textiles - Grooming								
(16-18)	Caring of clothing - keeping clothes clean, neat, and well repaired.								
(19-21)	Making clothing (basic construction).								
(22-24)	Making clothing (tailoring).								
(25-27)	Good grooming (hair, hands, feet, posture, cosmetics, etc.)								
(28-30)	Selecting and caring for sewing equipment.								
(31-33)	Using sewing machine attachments.								
(34-36)	Making over clothing (remodeling, adjusting, and making new garments from used garments.)								

(Clothing and Textiles - Grooming continued on top page 10)

APPENDIX B--*Continued*

Areas of Home Economics and Topics of Major Interest	Rec'd Inf.		Value Rating of "yes" Topics				Wish Information in Future	
	(1) yes	(2) no	(1) much	(2) some	(3) little	(4) none	(1) yes	(2) no
(continued: Clothing and Textiles - Grooming								
(37-39) Selecting and buying clothes for myself and my family.								
(40-42) Planning a clothing wardrobe for myself or other family members.								
(43-45) Selecting and buying fabrics for appropriate uses								
(46-48) Understanding fiber content quality and characteristics of fabrics.								
Home Furnishings								
(49-51) Arranging furnishings and accessories in the home.								
(52-54) Learning proper home lighting.								
(55-57) Painting, refinishing, or making over furniture.								
(58-60) Choosing proper window treatment for the home.								
(61-63) Selection and use of color and design.								
(64-66) Selection and use of household fabrics.								
(67-69) Making draperies and curtains.								
(70-72) Making slip-covers.								
(10-12) Selecting and purchasing furniture.								
(13-15) Selecting and purchasing rugs and hard-floor coverings.								
(16-18) Selecting and purchasing curtains, draperies.								
(19-21) Selecting and purchasing interior paints.								
(22-24) Selecting and purchasing lamps.								
(25-27) Selecting and purchasing household linens.								

APPENDIX B--Continued

-11-

Areas of Home Economics and Topics of Major Interest	Rec'd Inf.		Value Rating of "yes" Topics				Wish Information in Future	
	(1) yes	(2) no	(1) much	(2) some	(3) little	(4) none	(1) yes	(2) no
Housing								
(28-30) Planning or choosing a house to meet the family needs, interests and income.								
(31-33) Understanding how to work with architects, builders, and supply dealers when building or remodeling.								
(34-36) Planning and arranging the kitchen to meet your family needs.								
(37-39) Planning the storage space in your home to meet family needs.								
(40-42) Arranging the already available storage space for efficiency and attractiveness.								
(43-45) Improving the exterior of the home.								
(46-48) Improving and landscaping lawn and home grounds.								
Home Management - Health and Safety								
(49-51) Using simple first aid.								
(52-54) Caring for the sick at home.								
(55-57) Preventing accidents in the home.								
(58-60) Keeping myself and my family well.								
(61-63) Understanding facts about common diseases.								
(64-66) Planning the home medicine chest and keeping it up-to-date.								
(67-69) How to plan so that you save time and energy.								
(70-72) Selecting and caring for household equipment.								
(10-12) Selecting and caring for floors, floor coverings, and finishes.								

(Home Management - Health and Safety continued on top page 12)

APPENDIX B--Continued

-12-

Areas of Home Economics and Topics of Major Interest	Rec'd Inf.		Value Rating of "yes" Topics				Wish Information in Future	
	(1) yes	(2) no	(1) much	(2) some	(3) little	(4) none	(1) yes	(2) no
(continued: Home Management - Health and Safety								
(13-15) Understanding proper laundry and cleaning techniques for family clothing and household fabrics.								
(16-18) How to keep the house clean and well arranged with the least effort.								
(19-21) How to make wise choices and decisions in managing time, energy, and money.								
(22-24) Learning how to make and use a plan for spending and saving money.								
(25-27) Learning how to keep and use family living records.								
(28-30) Learning how to plan and use a family business center.								
(31-33) Understanding Kentucky's law of distribution of property without a will and the importance of having a will.								
(34-36) Understanding family insurance needs.								
(37-39) Learning the advantages and disadvantages of buying on credit.								
(40-42) Understanding how to use the bank.								
(43-45) Understanding Social Security benefits.								
(46-48) Learning how to practice good shopping methods.								
(49-51) Other - If other was checked as an area of "most" or "least" value please list topics and rate according to above instructions.								

MODEL FOR MEETING CONTINUING EDUCATION NEEDS OF OHIO INSURANCE AGENTS

By

Alan Cranston Williams, Ph.D.

The Ohio State University, 1973

Professor William D. Dowling, Adviser

This study was conducted to develop a model plan for meeting continuing education needs of insurance agents. The population selected for the study was the membership of the Ohio Association of Insurance Agents, Ohio Association of Life Underwriters, and Ohio Association of Mutual Insurance Agents.

An objective of the study was the development of affirmance for professional continuing insurance education. The study reports differences between agents with CPCU/CLU designations and business and non-business degrees regarding educational needs and professional perceptions.

Insurance agents as a group receive higher scores regarding economic and political traits as measured by the Allport-Vernon-Lindzey Study of Values test. They receive lower scores regarding the aesthetic and social traits. There is little difference between insurance agents and the general collegiate norms with which they were compared in regard to the theoretical and religious traits.

Insurance agents with professional designations of CPCU/CLU identify with other agents attaining the designation, both locally and elsewhere. Agents with college degrees in business identify with persons in other occupations.

Insurance agents sense an urgency about educational programs offered for the purpose of presenting information about a new insurance contract or policy. They accept the premise that it is a productive use of their time to participate in a meeting where factual material is presented.

Insurance agents are intensely interested in acquiring increasing knowledge about financially related subjects and activities.

Study respondents perceive an educational need for greater understanding of social responsibilities, physical fitness, political affairs, and public affairs. An educational need for greater understanding of the issues involved in successful home and family life is perceived by the agents as well as a better understanding of the values of spare-time interests. Understanding of religious, moral, and ethical issues is a perceived educational need of insurance agents.

Suggested additional educational needs of the insurance agents included: management concepts, sales-marketing concepts, technical study on specific policies, and risk management. Some agents desire to study law and accounting. Others desire educational programs on the public's changing values. A few want educational programs for personal improvement (e.g., speed reading, public speaking, personality), and a few want educational programs on national issues and concerns.

Cost is not a major factor in an insurance agent's decision to participate in a continuing education experience. Agents will attend educational events if they perceive an educational need will be met. Many agents consider an expenditure of time to be of more consequence than an expenditure of money.

A conceptual model is presented which depicts continuing education as an integral factor in the attainment of professional status by the insurance agent.

A four-integrant model plan for continuing education of insurance agents is presented as a suggested application of data from the study. The four integrants are: the individual agent, the several agents' associations, adult education and continuing education agencies, and insurance clientele (the general public). Operation of the plan implies the interaction of the four integrants as a synergy. All parts of the system should be interactive if the synergy is to be effective. The plan has seven sections which are: recognition and communication of the continuing education needs of insurance agents; development of a continuing education program to meet specified needs; development of resources to fund the continuing education program; decision regarding participation in the continuing education program; efficacy of the learning environment created by the continuing education program; evaluation of whether continuing education program met need of insurance agent; and, restructuring of the continuing education needs of insurance agents.

Demographic information

Personal

a.	Sex	___Male	___Female	
b.	Age	___under 30 ___46-60	___31-45 ___over 61	
c.	Marital status	___single/widowed/divorced		___married
d.	Race	___white	___black	___other

Community (in which you do business)

a.	Size (total community population)		___10,000 ___100,000	___40,000 ___225,000
b.	Type	___Rural	___Industrial	___Suburban
c.	Growth pattern	___static	___declining	___expanding
d.	Economic climate	___static	___declining	___expanding
e.	Social climate	___static	___deteriorating	___improving

---

1. Indicate the organization(s) of which you are a member.

   ___OAIA ___OALU ___OAMIA

2. Indicate the college or professional degrees (designations) you hold.

   ____

3. For how many years have you earned your living as an insurance agent?

   ______years

4. Recall your past adult educational activities. Which categories hold true for you? Indicate (I) for insurance and (N) for non-insurance.

   ___CPCU,CLU
   ___IIA,LUTC
   ___Company training program
   ___Agent Association program
   ___University credit course
   ___University continuing education program
   ___Community (e.g. YMCA, Jewish Center, High School) program
   ___Other (please specify . . . .
   ___Other (please specify). . . . .

5. Indicate the number of adult educational events you attended during the past 12 months.

___events

Indicate the number of these events which you paid for "out-of-pocket."

___paid for "out-of-pocket"

6. Do you consider your present community your permanent location; absent unforseen changes, would you remain permanently?

___yes ___no ___don't know

7. By what percentage do you expect your annual income to increase over its present level by the end of the next five years?

___%

8. Indicate your participation in civic, church, and community events during the past 12 months by (A) attendee (L) leader.

___civic ___church ___community

9. Indicate with a check mark the typical number of days per week you involve yourself with activities which are fundamentally family-oriented?

___0-1 ___2-3 ___4-5 ___6-7

10. Your feeling of professionalism is very likely influenced by others around you. What persons are you most likely to use for comparison in regard to your own professionalism? (Indicate your first three choices using 1,2,3.)

___Other agents in your community
___Personal friends (not agents)
___Agents in other communities
___People in other occupations
___Other (please specify). . . . .
___Other (please specify). . . . .

11. Select from the areas of concern listed below, those which you feel --- if you had greater understanding --- would enable you to function in a more professional manner.

___financial investment
___political affairs
___public affairs
___home and family life
___spare-time interests
___religious and moral issues
___ethics
___physical fitness
___social responsibilities

142

12. To what extent do you feel it is important to keep abreast of changes within the realm of insurance of which you are most closely identified? Circle number on scale.

(low importance) 1 2 3 4 5 6 7 (high importance)

13. To what extent do you feel it is important to keep abreast of changes in related, re-mote, and non-insurance areas?

Related

(low importance) 1 2 3 4 5 6 7 (high importance)

Remote

(low importance) 1 2 3 4 5 6 7 (high importance)

Non-insurance

(low importance) 1 2 3 4 5 6 7 (high importance)

14. Legitimacy of some topics for inclusion in insurance educational programs is questioned. Indicate your first three choices for inclusion using 1, 2, 3, with check marks for any additional.

___New insurance legislation or regulations
___How to Sell better (or more)
___New insurance coverage, contracts, or policies
___Agency management concepts
___New approach or better understanding of existing policy or coverage
___Expert presentation of Economic theories
___Panel of agents discussing "how we do it"
___Other (please specify) . . . .
___Other (please specify) . . . .

15. An educational program (course) dealing with what insurance subject (or area of activity) would be of greatest benefit to you?

____

16. An educational program (course) dealing with what non-insurance subject (or area of activity) would be of greatest benefit to you?

____

17. Assuming interest in the topic(s) to be presented, to what extent does the "out-of-pocket" cost to you influence your attendance. Circle number on scale.

(very little) 1 2 3 4 5 6 7 (greatly)

18. For the following categories of educational program duration and fees, indicate (N) for the normal or typical fee arrangement, and (P) for your preferred or recommended arrangement.

1 day/ $7-20

___agent/agency pays all
___agent association subsidizes
___agent association pays all
___other (please specify) . . . .

1 1/2-2 day/ $100-200

___agent/agency pays all
___agent association subsidizes
___agent association pays all
___other (please specify) . . . .

3 day/ $275-300

___agent/agency pays all
___agent association subsidizes
___agent association pays all
___other (please specify) . . . .

4-5 day/ $450-900

___agent/agency pays all
___agent association subsidizes
___agent association pays all
___other (please specify) . . . .

1-2 hours weekly (2-3 months)/ $10-35

___agent/agency pays all
___agent association subsidizes
___agent association pays all
___other (please specify) . . . .

1-2 hours weekly (6-9 months)/ $25-100

___agent/agency pays all
___agent association subsidizes
___agent association pays all
___other (please specify) . . . .

1 1/2-2 weeks/ $1200-2000

___agent/agency pays all
___agent association subsidizes
___agent association pays all
___other (please specify) . . . .

19. Circle the number on the scale that represents where you stand with other agents in your community. If you think you are low on the characteristic, you would circle the numeral 1. If you think you are a little less than average as compared with other agents in your community, you would circle the numeral 3, and so on. For each scale, circle only one number. Please do not omit any scale.

    a. Quality of your service as an agent.

       (low) 1 2 3 4 5 6 7 (high)

    b. Your productivity as an agent.

       (low) 1 2 3 4 5 6 7 (high)

    c. Amount of effort you expend as an agent.

       (low) 1 2 3 4 5 6 7 (high)

CURRENT AND FUTURE CONTINUING EDUCATION NEEDS OF PERSONNEL ADMINISTRATORS IN HIGHER EDUCATION

By

Douglas H. Smith, Ph.D.

The Ohio State University, 1974

Professor William D. Dowling, Adviser

The purpose of this study was (1) identify specific personal, educational and occupational variables of personnel administrators in higher education, (2) develop and utilize a procedure for identifying current and future continuing education needs and (3) determine if any significant relationship exists between the variables and the continuing education needs.

The methodology developed through this study is applicable to other studies identifying continuing education needs, particularly in occupational and professional continuing education.

A closed form survey questionnaire was sent to 196 personnel administrators at public and private colleges and universities in 12 midwest (U. S.) states, and 117 (60 percent) responded. Tests to determine if the respondents were representative of the total population revealed no significant differences. The general findings and conclu-

sions were considered applicable to the total population.

Current and future continuing education needs were identified by, first, identifying 30 specific personnel and organizational topics. Respondents were asked to indicate on a four-point scale (1) their present understanding of each topic, (2) the importance of each topic to their job now, (3) the desired level of importance of each topic to their job five years from now. _Current_ continuing education needs were then determined by subtracting the median of each topic on scale (1) from the median of each topic on scale (2). _Future_ continuing education needs were determined by subtracting the median of each topic on scale (1) from the median of each topic on scale (3).

Eleven personal, educational and occupational variables were cross-tabulated with each topic to identify any significant relationships between the variables and continuing education needs, significance being any value in the chi-square test for independence exceeding .05 level of confidence.

From the analysis of the data, the following conclusions were derived:

1. The respondents were well educated, but over half had majored in areas other than personnel administration.
2. Nearly half of the respondents worked five to ten years before going into personnel administration.

3. Commitment to personnel administration is slightly stronger than is the commitment to the college or university, suggesting a dual commitment which may create some role conflict.
4. Personnel administrators receiving encouragement in their career by someone already in the field tend to be more committed to their occupation and more active in educational development.
5. Regarding continuing education needs, the current needs reflect current concerns, i. e., affirmative action, union relations, wage and salary administration and organizational development.
6. Five topics were high for both current and future needs: the use of computers, personnel information systems, organizational communication, union relations, and developing goals and objectives.
7. Future needs also include manpower planning, training and development, health and safety programs, and budgeting and cost analysis.
8. Three subgroups had substantially greater continuing education needs: personnel administrators at smaller schools, women, and those having five or less years in personnel. The women are among the most committed to personnel, but perceive themselves to be among the least prepared.

9. Personnel administrators with 20 or more years of experience indicate a relatively high need in areas that have recently come to the forefront in personnel, i. e., use of computers, cost analysis and organizational communication.

July 23, 1973

We are conducting a study of the professional background, present responsibilities, and educational needs of personnel administrators in higher education. With your help continuing education can be directed to those needs you consider important now and over the next few years.

The first purpose of this study is to give you the opportunity to look at your own personnel responsibilities, and to determine for yourself the kinds of educational help you need to keep abreast. Secondly, the Education and Conference Committee of the College and University Personnel Association (CUPA) wishes to know what kinds of continuing education programs would be most appropriate to your needs.

In cooperation with Mr. Len Harper, CUPA's Vice President for Education and Conferences, a list of names was compiled and your name was selected as a potential respondent. Please complete the inventory regardless of your administrative area. It should take you no more than 40 to 50 minutes. Return the inventory in the enclosed postage-paid, self-addressed envelope.

The information you provide will be treated confidentially. No individual or institution will be identified in any published reports. Your name is requested only to provide a means for contacting any who may delay in returning the completed inventory.

Your participation is crucial to the success of the study. This is not an academic exercise. We and the Education and Conference Committee are looking for more effective ways of helping you handle the problems that occur as knowledge in personnel management enlarges, and expectations regarding your use of this knowledge expands. Please take a few minutes today to complete and return your inventory. It will be greatly appreciated.

Sincerely,

William D. Dowling

William D. Dowling, Professor
Faculty of Special Services, and
Director, Center for Adult Education

Douglas H. Smith

Douglas H. Smith, Study Director

BEGIN INVENTORY ON REVERSE SIDE

PERSONNEL ADMINISTRATION IN HIGHER EDUCATION, AND CONTINUING EDUCATIONAL NEEDS OF PERSONNEL ADMINISTRATORS

A STUDY CONDUCTED AT THE CENTER FOR ADULT EDUCATION
THE OHIO STATE UNIVERSITY, COLUMBUS, OHIO

PLEASE COMPLETE AND RETURN TO THE CENTER FOR ADULT EDUCATION, THE OHIO STATE UNIVERSITY, P. O. BOX 3027, COLUMBUS, OHIO 43210. A POSTAGE-PAID, SELF-ADDRESSED ENVELOPE HAS BEEN ENCLOSED FOR YOUR CONVENIENCE.

PART I - SOME INFORMATION ABOUT YOURSELF AND YOUR RESPONSIBILITIES

1. Your name*______________________________

2. Your age: __________years. 3. Sex: Male__________ Female__________

4. Your marital status (check one):

Married__________ Single__________ Widowed, Divorced, Separated__________

5. Please check the highest level of formal education you have completed. Also indicate any undergraduate and graduate degrees and majors. Be specific when indicating your major.

__________Some High School, __________High School Graduate

__________Some College: Major______________________________

__________College Graduate: Degree__________ Major____________________

__________Some Graduate Work: Major______________________________

__________Advanced Degree: Type of Degree__________ Major____________________

6. Do you plan to complete another degree? Yes__________ No__________

If yes: Type of Degree____________________ Major____________________

7. How many years have you been employed full-time (include military experience, but exclude part-time and summer employment)? ______________________________

---

*Your name is requested only to provide a means for contacting anyone who may delay in responding. All data will be treated confidentially. No individual will be identified in any reports.

CONTINUED ON NEXT PAGE

8. Please list the positions you have held in personnel administration, beginning with your present position.

TITLE AND EMPLOYER	YEARS IN EACH POSITION
______________________ (Present Position)	________
______________________	________
______________________	________
______________________	________
______________________	________

9. How many hours a week do you spend performing your job? ________

10. Using the above figure as 100%, please estimate the percentage of your total working time you devote to each of the following activities. You may allocate zero time (0%) to any of these, or you may add activities which you feel are excluded.

Supervising subordinates . . . . ______%

Planning personnel office activities . . . . ______%

Planning personnel activities for other offices and departments in the institution . . . . ______%

Representing the institution to outside organizations (e.g., other colleges/universities, government agencies) . . . . ______%

Representing the university to non-academic and/or academic unions (either as chairman or as a member of a negotiating team) . . . . ______%

Gathering information both inside and outside the institution . . . . . . ______%

Providing information and advice for decision-making by others in the institution . . . . ______%

Making decisions on personnel matters for other offices and departments in the institution . . . . ______%

Involved in professional functions, such as attending professional meetings . . . . ______%

Others (please specify): ______________________ ______%

______________________ ______%

______________________ ______%

TOTAL 100 %

CONTINUED ON REVERSE SIDE

11. If you were offered a position in personnel administration, but not at your institution, would you, under each of the following conditions, change positions?

Please indicate what you would do regarding each of the conditions listed on the left by putting a check mark in the appropriate box on the right.

	Yes, Definitely Change	Undecided	No, Definitely Not Change
With no increase in pay			
With a slight increase in pay			
With a large increase in pay			
With no increase in freedom			
With a slight increase in freedom			
With a large increase in freedom			
With no increase in status			
With a slight increase in status			
With a large increase in status			
With no increase in the friendliness of co-workers			
With a slight increase in the friendliness of co-workers			
With a large increase in the friendliness of co-workers			
With no increase in the opportunity to get ahead			
With a slight increase in the opportunity to get ahead			
With a large increase in the opportunity to get ahead			

For what other reason would you change (if any)? ______________________________

____

CONTINUED ON NEXT PAGE

12. If you were offered another position at your institution, but not in personnel administration, would you, under each of the following conditions, change positions?

	Yes, Definitely Change	Undecided	No, Definitely Not Change
With no increase in pay			
With a slight increase in pay			
With a large increase in pay			
With no increase in freedom			
With a slight increase in freedom			
With a large increase in freedom			
With no increase in status			
With a slight increase in status			
With a large increase in status			
With no increase in the friendliness of co-workers			
With a slight increase in the friendliness of co-workers			
With a large increase in the friendliness of co-workers			
With no increase in the opportunity to get ahead			
With a slight increase in the opportunity to get ahead			
With a large increase in the opportunity to get ahead			

For what other reason would you change (if any)?______________________________

____

CONTINUED ON REVERSE SIDE

PART II - SOME INFORMATION ABOUT YOUR INSTITUTION AND PERSONNEL PROGRAM

13. Please indicate the Fall, 1972 enrollment at your institution as follows:
Full Time Equivalent (FTE)____________________ Headcount________________________

14. Does your institution have one of the following?
_________No personnel department or office
_________One personnel department or office
_________More than one personnel department or office

15. How many of the following employees are there in your personnel department?
_________Professional
_________Clerical
_________Other (please specify):____

16. To whom do you report?
_________The President
_________The Vice President for Administrative Affairs (or similar title)
_________Vice President for Academic Affairs, Provost (or similar title)
_________Both above Vice Presidents
_________A Business Manager (or similar title) who reports to a Vice President
_________A Personnel Director
_________Other (please specify):____

17. How does your institution support the educational development of employees?
_________Release time only
_________Release time and at least partial payment of fees and related costs
_________Partial or full payment of costs only
_________No support given for educational development
_________Other:____

____

PART III - SOME INFORMATION ABOUT YOUR PROFESSIONAL DEVELOPMENT

18. While you were still in school (high school and/or college), did you plan to make personnel administration your career? Yes________ No________

19. In the course of your career in personnel administration, has anyone provided you with an opportunity for advancement in the personnel field?

Yes________ No________ Too many to specify________

20. In the course of your career in personnel administration have you been encouraged by any one individual?

Yes________ No________ Too many to specify________

CONTINUED ON NEXT PAGE

21. As a personnel administrator, how adequate do you consider your present overall level of professional preparation? (Circle one)

Well Prepared			Poorly Prepared	
5	4	3	2	1

22. In terms of your own career, what position would you like to reach (just give the title):
In the next two years ______________________________
In the next five years ______________________________

23. Please list any personnel administration short courses and seminars in which you have participated over the last three years. Also indicate the year in which taken, and the sponsoring organization.

Title of Short Course/Seminar	Year	Sponsoring Organization

24. Please list the professional associations to which you belong. Also, indicate the length of membership. Last, please indicate the degree of your activity in each association by circling the appropriate number at the end of each line.

1 - Inactive
3 - Moderately Active
2 - Relatively Inactive
4 - Very Active

Full Name of Association	Years of Membership	Activity
		1 2 3 4
		1 2 3 4
		1 2 3 4
		1 2 3 4

25. PERSONNEL ADMINISTRATION TOPICS IN WHICH YOU DESIRE PROFESSIONAL GROWTH.

The following two questions are directed to your professional growth in personnel administration. The topics below cover areas you may deal with in your job and which may be enhanced through continuing education.

CONTINUED ON REVERSE SIDE

Please rate each of the topics as follows: On the left choose the term which best represents the importance of each topic to your job now. On the right indicate the term which best represents your present level of understanding (functional knowledge) of each topic.

High Importance to Job
Average Importance to Job
Low Importance to Job
No Importance to Job

High Level of Understanding
Average Level of Understanding
Low Level of Understanding
No Level of Understanding Needed

Importance to Your Job Now					Your Present Level of Understanding			
HI	AV	LO	NO	PERSONNEL TOPICS	HI	AV	LO	NO
__	__	__	__	Determining and Developing Goals and Objectives	__	__	__	__
__	__	__	__	Personnel Budgeting and Cost Analysis	__	__	__	__
__	__	__	__	Manpower Planning	__	__	__	__
__	__	__	__	Recruiting and Interviewing	__	__	__	__
__	__	__	__	Testing and Selecting	__	__	__	__
__	__	__	__	Equal Opportunity and Affirmative Action Programs	__	__	__	__
__	__	__	__	Placement and Orientation	__	__	__	__
__	__	__	__	Classification Systems	__	__	__	__
__	__	__	__	Position Analysis and Description	__	__	__	__
__	__	__	__	Wage and Salary Administration	__	__	__	__
__	__	__	__	Benefits Analysis and Administration	__	__	__	__
__	__	__	__	Employee Counseling	__	__	__	__
__	__	__	__	Performance Appraisal	__	__	__	__
__	__	__	__	Training and Development	__	__	__	__
__	__	__	__	Discipline Procedures	__	__	__	__
__	__	__	__	Grievance Procedures	__	__	__	__
__	__	__	__	Union Relations and Contract Negotiations	__	__	__	__
__	__	__	__	Health and Safety Programs	__	__	__	__

CONTINUED ON NEXT PAGE

HI	AV	LO	NO		HI	AV	LO	NO
___	___	___	___	Maintaining Personnel Records	___	___	___	___
___	___	___	___	Personnel Information Systems	___	___	___	___
___	___	___	___	The Use of Computers in Personnel	___	___	___	___
___	___	___	___	Evaluating Personnel Programs	___	___	___	___
___	___	___	___	Evaluating and Utilizing Research in Personnel	___	___	___	___
___	___	___	___	Developing & Administering Personnel Policies	___	___	___	___
___	___	___	___	Other Personnel Topics: ______________________	___	___	___	___
___	___	___	___	______________________________________	___	___	___	___
___	___	___	___	______________________________________	___	___	___	___

ORGANIZATIONAL TOPICS

___	___	___	___	Organizational Development	___	___	___	___
___	___	___	___	Determining Employee Morale	___	___	___	___
___	___	___	___	Management by Objectives	___	___	___	___
___	___	___	___	Line-Staff Relationships	___	___	___	___
___	___	___	___	Organizational Games and Simulation	___	___	___	___
___	___	___	___	Organizational Communication	___	___	___	___
___	___	___	___	Other Organizational Topics: __________________	___	___	___	___
___	___	___	___	______________________________________	___	___	___	___
___	___	___	___	______________________________________	___	___	___	___

CONTINUED ON REVERSE SIDE

26. The topics are presented once again. This time on the left choose the term which best represents the importance of each topic as you view your job five years from now. On the right indicate the level of understanding (functional knowledge) you feel you will need five years from now.

Importance to Your Job Five Years From Now					The Level of Competence You Feel You Will Need Five Years From Now			
HI	AV	LO	NO	PERSONNEL TOPICS	HI	AV	LO	NO
___	___	___	___	Determining and Developing Goals and Objectives	___	___	___	___
___	___	___	___	Personnel Budgeting and Cost Analysis	___	___	___	___
___	___	___	___	Manpower Planning	___	___	___	___
___	___	___	___	Recruting and Interviewing	___	___	___	___
___	___	___	___	Testing and Selecting	___	___	___	___
___	___	___	___	Equal Opportunity and Affirmative Action Programs	___	___	___	___
___	___	___	___	Placement and Orientation	___	___	___	___
___	___	___	___	Classification Systems	___	___	___	___
___	___	___	___	Position Analysis and Description	___	___	___	___
___	___	___	___	Wage and Salary Administration	___	___	___	___
___	___	___	___	Benefits Analysis and Administration	___	___	___	___
___	___	___	___	Employee Counseling	___	___	___	___
___	___	___	___	Performance Appraisal	___	___	___	___
___	___	___	___	Training and Development	___	___	___	___
___	___	___	___	Discipline Procedures	___	___	___	___
___	___	___	___	Grievance Procedures	___	___	___	___
___	___	___	___	Union Relations and Contract Negotiations	___	___	___	___
___	___	___	___	Health and Safety Programs	___	___	___	___
___	___	___	___	Maintaining Personnel Records	___	___	___	___

CONTINUED ON NEXT PAGE

HI	AV	LO	NO		HI	AV	LO	NO
				Personnel Information Systems				
				The Use of Computers in Personnel				
				Evaluating Personnel Programs				
				Evaluating and Utilizing Research in Personnel				
				Developing & Administering Personnel Policies				
				Other Personnel Topics:				
				ORGANIZATIONAL TOPICS				
				Organizational Development				
				Determining Employee Morale				
				Management by Objectives				
				Line-Staff Relationships				
				Organizational Games and Simulation				
				Organizational Communication				
				Other Organizational Topics:				

27. METHODS YOU USE TO STAY ABREAST OF PERSONNEL ADMINISTRATION DEVELOPMENTS. Listed below are different methods personnel administrators might use to continue learning. Check where necessary to indicate whether or not each method is:

1. AVAILABLE (AVAIL)
2. USED (USED)
3. NEEDED: HIGH NEED, AVERAGE NEED, LOW NEED

			NOT AVAILABLE BUT NEEDED		
METHOD	AVAIL	USED	HI NEED	AV NEED	LO NEED
Group Discussion at your Institution					
Correspondence Courses					

CONTINUED ON REVERSE SIDE

			NOT AVAILABLE BUT NEEDED		
METHOD	AVAIL	USED	HI NEED	AV NEED	LO NEED
Contacts with Colleagues					
Films					
Readings:					
a. Personnel Journals					
b. Personnel Texts					
c. Personnel Reading Service					
Audio Tape Recordings and Records					
Video Tape Recordings					
Educational Conferences Sponsored by:					
a. Local Personnel Associations (American Society of Personnel Administrators, American Society of Training Directors, etc.)					
b. Regional CUPA					
c. National CUPA					
d. Colleges and Universities					
Short Seminars with Assignments to be Completed at Home					
Degree Programs in Personnel Administration					

Additional Methods or Other Comments:

PLEASE MAIL THE ENTIRE INVENTORY IN THE ENCLOSED ENVELOPE. YOUR INTEREST AND WILLINGNESS TO PARTICIPATE IN THIS STUDY IS GREATLY APPRECIATED.

THANK YOU

EDUCATIONAL INTERESTS OF OLDER ADULT MEMBERS OF THE BRETHREN CHURCH IN OHIO

By

Frederick Theodore Burkey, Ph.D.
The Ohio State University, 1975
Professor William D. Dowling, Adviser

The purpose of this study was to assess and analyze the educational interests of aging and older adult resident members of the Brethren church in Ohio. The investigation was designed to reveal the level of interest expressed by aging and older adults in potential educational activities classified as instrumental compared to their level of interest in educational activities classified as expressive. Specifically, the study sought to: (1) identify and rank the educational interests of persons 55 years of age and over who are resident members of Brethren churches in Ohio; (2) compare the expressed educational interests of members who are retired with those of members who are still working full-time; (3) compare the expressed educational interests of resident members 55 years of age and older with Brethren pastors' perceptions of the educational interests of members 55 years of age and older; and (4) identify some implications for reshaping existing church sponsored educational programs and designing new ones

for older adult members of The Brethren Church in light of the findings of this study.

A fixed-choice questionnaire including twenty instrumental and twenty expressive learning activities was distributed to 298 aging and older resident members of the twenty Brethren churches in Ohio who were active in adult Christian education programs during 1974. The sample was selected systematically from a list of 603 educationally active members aged 55 and older. Responses were obtained from 243 lay subjects (95 men; 148 women) of whom 143 were aged 55-64 and 100 were over age 65. Predictions of lay interest were obtained from 19 of the 20 pastors.

Data secured relative to each subject's age, sex, level of educational attainment, socio-economic status, status of employment, state of health, size of church membership, and church location, served as bases for comparison and statistical analysis.

Among the subjects of this study, significant relationships were found between the subjects' educational interests and (1) their state of health and (2) their level of educational attainment. The mean interest level reported by subjects in good health was higher than that reported by subjects in poor health for both instrumental and expressive learning activities at the .05 level of significance. The mean interest level reported by subjects having more than a high school education for both instrumental and expressive learning activities exceeded that of subjects having less than a high school education at the .05 level of significance. No relationship was found between the subjects' place of residence, membership in larger or smaller churches, or employment status and their interest in instrumental or expressive educational activities. The subjects reported a preference for instrumental over expressive educational activities which was significant at the .001 level. Though pastors' predictions of lay educational interests were higher than actually reported for both instrumental and expressive educational activities, they did anticipate preference for instrumental over expressive learning activities.

It was concluded that each Brethren congregation in Ohio should review and evaluate its present educational program to determine if the opportunities for educational growth open to aging and older adults correspond with their educational interests and that ways be found to involve older adults in the planning and presentation of their own educational programs.

QUESTIONNAIRE

I. PERSONAL DATA

Please read and respond to each question as it applies to you.

1. Are you male or female? Male______ Female______

2. What is your age? _______

3. What is the highest grade you completed in school? (Circle the highest grade completed.)

Elementary	1	2	3	4	5	6	7	8
High School	1	2	3	4				
College or Technical School	1	2	3	4	More than 5			

4. Are you now employed full-time (include self-employment)?

   Yes______ No______

5. If you are employed full-time, what is your occupation?

   ____

6. Are you now retired? Yes______ No______

7. If you have retired from a previous position, what was your occupation before you retired? ______________________________

8. For women only: Has it been your general practice to give full time to activities within your own home? Yes______ No______

9. How would you rate your own state of health? (Check one)

   ______Good (No continuing health problems which restrict your activities.)

   ______Fair (Some continuing or occasional illnesses which do not restrict or limit normal leisure time activity.)

   ______Poor (Physical disabilities or illnesses which somewhat restrict normal leisure time activity.)

II. EDUCATIONAL INTERESTS

The following are some educational topics which might be of interest to you. Please read each item and circle the number from 1 to 3 which best represents the amount of interest you have in the topic.

1--Means that you are definitely not interested in the topic and would not attend such a class.

2--Means that you might be interested in the topic and might attend such a class.

3--Means that you are definitely interested in the topic and probably would attend such a class.

Example

Suppose you were definitely interested in and would attend a course entitled "Writing for Publication." You would indicate this as follows:

X. Writing for Publication	1	2	3

TOPIC	YOUR INTEREST (CIRCLE ONE)		
1. Home Vegetable Gardening	1	2	3
2. Music Appreciation	1	2	3
3. Selecting a Retirement Home	1	2	3
4. Laws Affecting the Aged	1	2	3
5. Cooking for One or Two People	1	2	3
6. A Study of Bible Lands	1	2	3
7. Cards and Table Games	1	2	3

8.	Nature Photography	1	2	3
9.	Distinctive Ideas of the New Testament	1	2	3
10.	Organic Gardening	1	2	3
11.	Shuffleboard	1	2	3
12.	Stretching Your Travel Dollar	1	2	3
13.	Guarding Against Cheats and Swindlers	1	2	3
14.	How to Beautify Your Home	1	2	3
15.	Distinctive Ideas of the Old Testament	1	2	3
16.	Stretching Your Retirement Dollar	1	2	3
17.	Tax Benefits for Older Americans	1	2	3
18.	Creative Candlemaking	1	2	3
19.	Financial Aspects of Retirement	1	2	3
20.	Traveling on a Limited Budget	1	2	3
21.	Making the Most of Your Older Years	1	2	3
22.	Physical Fitness in Retirement	1	2	3
23.	Painting With Oils and Watercolors	1	2	3
24.	Living on a Limited Income	1	2	3

25. The History of Christianity 1 2 3

26. Leisure Activities for Retirement Years 1 2 3

27. Leathercraft 1 2 3

28. Picture Framing 1 2 3

29. Homemade Recreation 1 2 3

30. Foot Problems and Care 1 2 3

31. Sewing With Knits 1 2 3

32. Meaningful Volunteer Activities 1 2 3

33. Faith for the Later Years 1 2 3

34. Wills and Estate Planning 1 2 3

35. Nutrition and the Aging Process 1 2 3

36. The Bible as Literature 1 2 3

37. A Christian Philosophy of Aging 1 2 3

38. The History of Ohio 1 2 3

39. Indoor Gardening 1 2 3

40. Learning in the Older Years 1 2 3

AN ANALYSIS OF THE DIFFERENTIAL IN SERVICE TRAINING NEEDS OF NEW BACHELOR DEGREE WORKERS IN THE JEWISH CENTER FIELD

By

Howard Banchefsky, Ph.D.

The Ohio State University, 1976

Professor William D. Dowling, Adviser

This exploratory study was designed to develop a differential in service training model for bachelor degree workers entering the Jewish Community Center field. Bachelor degree workers representing six staff groups (camping, physical education, pre-school, youth services, adult services and cultural arts) were asked three questions - (1) how do they perceive their need for training based on their preparation for the job and the importance of the job as related to eleven competencies (administration and organization, human development, program development, Jewish life, communications, research, educational process, social systems, lay involvement, specialized programs and supervision)? (2) what was the effect of a projected career plan on perceived importance of the competencies for the job? (3) how did attendance on the Jewish Welfare Board New Workers' Institute effect the workers' perceived importance of the competencies to the job?

The workers indicated a high degree of need for an in-service training program in the practice competencies of working with lay leadership, knowledge of Jewish life, and the ability to supervise.

In addition to the above core training program for all new bachelor degree workers, the need for training in the other competencies was differentially determined based on a ranking by staff classification. This ranking provided a training model based on the perceived needs of a specific staff group in the Jewish Center field.

Based on staff group needs, the non-core competencies were ranked as follows:

Physical education - (1) program development, (2) administration and organization, (3) communications, (4) human development, (5) educational process, (6) social systems and research.

Cultural arts - (1) administration and organization, (2) program development and social systems, (3) communications, (4) human development, (5) research, (6) educational process, (7) specialized programs.

Pre-school - (1) administration and organization, (2) specialized programs, (3) program development, (4) educational process, (5) social systems and human development, (6) communications, (7) research.

Youth services - (1) administration and organization, (2) program development, (3) communications, (4) human development, (5) social systems, (6) specialized programs, (7) research and educational process.

Adult services - (1) administration and organization, (2) human development, (3) social systems, (4) research, (5) communications, (6) specialized programs, (7) educational process.

Camp staff - (1) program development, (2) social systems, (3) human development, (4) specialized programs, (5) administration and organization, (6) communications, (7) research, (8) educational process.

The study revealed that the presance or absence of a projected career plan had little relationship to how the bachelor degree workers perceived the importance of the eleven competencies to their job.

When the perceived importance of the competencies to the job were related to attendance at the Jewish Welfare Board's New Workers' Institute, there appeared to be no difference between participants and non-participants.

QUESTIONNAIRE FOR BACHELOR'S DEGREE WORKER

GENERAL INFORMATION

1. Name____

2. ____

3. Job Title - Check List:
Check off Job Classification or Position Most Closely Approximately Yours:

____Executive Director
____Ass't. Executive Dir.
____Branch Director
____Program Director
____Dir. of Group Services
____Resident Camp Director
____Day Camp Director
____Health & Phys. Ed. Dir.
____Health & Phys. Ed. Ass't.
____Aquatics Director
____Aquatics Teacher
____Cultural Arts Director
____Pre-School Director
____Pre-School Teacher
____Children's Activities Dir.
____Children's Activities Worker
____Tween (Jr. High) Activities Dir.
____Tween (Jr. High) Activ. Worker
____Teen (Sr. High) Activities Dir.
____Teen (Sr. High) Activ. Worker
____Collegiate-Young Adult Act. Dir.
____Adult Activities Director
____Adult Activities Worker
____Sr. Adult Activities Director
____Sr. Adult Activities Worker
____Administrative Assistant

4. Male_____ Female_____ (5.) Married_____ Single_____ (6.)_____

7. Please rank order the following groups as to the percentage of professional on the job time you spend in regard to each group (be sure that the percentages add up to 100%).

_____Up to 5 years old

____Elementary

____Jr. High (6th,7th,8th)

____Teen (9th through 12th grade)

____Young Adult (19-30)

____Adult

____Older Adult (60 and over)

8. How many months have you been on your present job?

____0-4 ____5-8 ____8-12 ____12-15 ____16-20
____Over 20

9. What was your Undergraduate Major?______________________________

10. Did you receive any graduate education? ____Yes ____No
If yes, in what area? ______________________________
Did you complete the graduate program? ____Yes ____No

11. Please check all of the Jewish Education programs which you have completed:
    a) None____ b) Saturday or Sunday School____
    c) Hebrew School____
    d) Sunday High School or Hebrew High School____
    e) College courses or seminars in Jewish Studies or Hebrew Education____
    f) Seminars in Jewish Studies or Hebrew Education outside the University________________________________

12. Synagogue Affiliations:
    ____Orthodox ____Conservative ____Reform
    ____Non-affiliated ____Not Jewish

13. Did you attend the Jewish Welfare Board's New Worker Institute?
    ____Yes ____No

14. If the answer to 13 is no, did you not attend because:
    a) Did not know about it____ b) Was not interested____
    c) Financial problems____ d) Work conflict____
    e) Other________________________________

15. When did you attend the Institute?________________________

CAREER PLANS

16. Have you ever discussed a long range plan for your development as a Center Worker with your supervisor? ____Yes ____No

17. Are you considering Jewish Center work as a permanent career?
    ____Yes ____No
    If not, Why?________________________________
    ____

18. What position would you see yourself having 3 years from now?
    _____Present _____Supervisory _____Administrator
    _____Others (specify)________________________________

COMPETENCY

In the following section you will find a number of statements describing basic competency for Jewish Center Workers. We would like you to respond to these statements in 2 ways: (1) Were you, through your undergraduate education, prepared for Jewish Center work in this competency area; (2) How much importance does this competency area have in your present job.

19. ADMINISTRATION and ORGANIZATION
The ability to understand and direct an agency or one of its departments or programs in terms of budget, policy, structure and staff.

Undergraduate preparation:	How important is this competency to your present job?
____Very well prepared	____Very important
____Well prepared	____Important
____Somewhat prepared	____Moderately important
____Poorly prepared	____Minimally important
____Unprepared	____Unimportant

HUMAN DEVELOPMENT

20. Understanding the way people develop and how this process effects their behavior. This competency is utilized in every situation where you relate to another person.

Undergraduate preparation:	How important is this competency to your present job?
____Very well prepared	____Very important
____Well prepared	____Important
____Somewhat prepared	____Moderately important
____Poorly prepared	____Minimally important
____Unprepared	____Unimportant

PROGRAM DEVELOPMENT

21. The ability to plan, organize, carry out and evaluate a program or event within your agency. The backbone of Center work is the ability to develop program.

Undergraduate preparation:	How important is this competency to your present job?
____Very well prepared	____Very important
____Well prepared	____Important
____Somewhat prepared	____Moderately important
____Poorly prepared	____Minimally important
____Unprepared	____Unimportant

JEWISH LIFE

22. It is important for any Center worker to have a full understanding of Jewish culture, the composition of the organized Jewish community, Jewish life, and Jewish law, in determining programming and administration of Jewish Centers.

Undergraduate preparation:	How important is this competency to your present job?
____Very well prepared	____Very important
____Well prepared	____Important
____Somewhat prepared	____Moderately important
____Poorly prepared	____Minimally important
____Unprepared	____Unimportant

COMMUNICATIONS

23. The ability to communicate well is of extreme importance in Center work. Workers are called upon daily to counsel, speak, and write - all which require an understanding of the communications process.

Undergraduate preparation:

____Very well prepared
____Well prepared
____Somewhat prepared
____Poorly prepared
____Unprepared

How important is this competency to your present job?

____Very important
____Important
____Moderately important
____Minimally important
____Unimportant

RESEARCH

24. The area of research has generally been neglected for Center workers. The research process involves understanding of research methods, analyzing data, understanding ans writing research reports and the ability to design and implement research projects.

Undergraduate preparation:

____Very well prepared
____Well prepared
____Somewhat prepared
____Poorly prepared
____Unprepared

How important is this competency to your present job?

____Very important
____Important
____Moderately important
____Minimally important
____Unimportant

EDUCATIONAL PROCESS

25. The ability to understand the educational process and use this process working with people in the Agency and the community. To be effective as a teacher you must have insight into and experience with educational methodology and teaching programs.

Undergraduate preparation:

____Very well prepared
____Well prepared
____Somewhat prepared
____Poorly prepared
____Unprepared

How important is this competency to your present job?

____Very important
____Important
____Moderately important
____Minimally important
____Unimportant

SOCIAL SYSTEMS

26. The ability to understand and deal with basic social systems, family, community and religious groups. This involves being able to understand the relationship among these groups and how to utilize these systems in relation to your job as a Center worker.

Undergraduate preparation:	How important is this competency to your present job?
____Very well prepared	____Very important
____Well prepared	____Important
____Somewhat prepared	____Moderately important
____Poorly prepared	____Minimally important
____Unprepared	____Unimportant

LAY INVOLVEMENT AND VOLUNTEERS

27. The ability to identify and develop volunteers and train leaders within your agency. This involves understanding the role of the volunteer in Center work.

Undergraduate preparation:	How important is this competency to your present job?
____Very well prepared	____Very important
____Well prepared	____Important
____Somewhat prepared	____Moderately important
____Poorly prepared	____Minimally important
____Unprepared	____Unimportant

SPECIALIZED PROGRAM

28. This relates to your ability to lead and teach special program skills which are utilized a great deal in Center work. These include campcraft, cultural arts, dramatics, organized games, etc. In addition to teaching the skill, program skills are important in working with people and relationship building.

Undergraduate preparation:	How important is this competency to your present job?
____Very well prepared	____Very important
____Well prepared	____Important
____Somewhat prepared	____Moderately important
____Poorly prepared	____Minimally important
____Unprepared	____Unimportant

SUPERVISION

29. The ability to provide direction and guidance to either lay or professional workers. The supervisory role is one in which you enable the supervisee to grow as a person as well as a professional.

Undergraduate preparation:	How important is this competency to your present job?
____Very well prepared	____Very important
____Well prepared	____Important
____Somewhat prepared	____Moderately important
____Poorly prepared	____Minimally important
____Unprepared	____Unimportant

ASSESSING THE EDUCATIONAL AND TRAINING NEEDS OF PERSONNEL WHO PROVIDE SERVICES TO THE ELDERLY

Order No. 7731840

FFER, Loretta Cerile, Ph.D. The Ohio State University, 977. 264pp. Adviser: Professor William D. Dowling

This study was designed to develop and test a method for assessing the knowledge and skills needed by personnel who provide services to elderly persons. It was designed to develop recommendations for a practical means of assessing training needs as perceived by the administrators and staff members of agencies whose missions are to provide services to the elderly. The results of the study will provide a planning basis for those who develop gerontological training programs

Research Questions

The study was designed to provide answers to the following questions regarding service providers in central Ohio, the sample used to test the proposed needs assessment method: 1. What are the personal, educational, and employment characteristics of personnel who provide services to the elderly? 2. What knowledge and skills are perceived to be of value to service providers in their work? 3. What is the perceived level of knowledge and skills possessed by service providers? 4. Are there differences in the perceived values and levels of knowledge and skill which constitute educational needs of service providers? 5. What are the perceptions of service providers regarding available educational opportunities in the field of gerontology? 6. To what degree have service providers taken advantage of such offerings? 7. Do the educational needs of service providers vary according to different employment positions, levels of formal education, and length of time of employment?

Findings

All respondents indicated a need for learning more about methods of needs assessment, roles and responsibilities of service providers in identifying modifying suitable community resources, planning service programs for elderly clients, and prevalent frauds and crimes against the elderly.

Comparison of Administrator and Staff Responses. Learning needs expressed by administrators were in the knowledge areas of needs assessment, roles and responsibilities of service providers regarding community resources, and crime and fraud against the elderly. Staff respondents also wanted to know more about needs assessment and about home health care techniques. Both groups felt a need to develop more skills in advising clients on Social Security and SSI, and staff also apparently desired more skill in advising elderly persons on Medicare and Medicaid. Administrators indicated a greater need to know more about consumer education for older adults than did staff members.

Comparison of Responses by Educational Level. The groups were separated into those with a formal education of (1) an associate degree or less and (2) a baccalaureate degree or more. Those with less education expressed a need for more knowledge in: nutrition education; methods of needs assessment; roles and responsibilities of service providers regarding community resources; prevalent frauds and crimes against the elderly; and planning service programs for elderly clients.

Those with more education expressed interest in more knowledge in three areas: socioeconomic effects of aging; rationale and structure of the AoA, state commission and area agencies on aging; and roles and responsibilities of service providers regarding community resources.

Comparison of Groups Separated by Employment. Those with less than 3.011 years of experience (median for respondents to this study) in service delivery to the elderly expressed a need for learning more about needs assessment and roles and responsibilities of service providers regarding community resources. Those with more than 3.011 years' experience in their service providing agencies also wanted to know more about methods of needs assessment, as well as planning service programs for elderly clients. Both groups felt a need to develop further skill in advising clients about Social Security and SSI.

A. Training Areas

I. The following is a list of concepts or statements of information that may be useful for you to understand in the performance of your current job. Please check two responses to each item. In the first column, "Knowledge", check the box that corresponds to your perception of how much you know about that concept. In the second column, "Value", check the box which corresponds to the importance of knowing about the concept to you and others in your position. Please feel free to comment in the designated column.

STATEMENTS OF KNOWLEDGE AND INFORMATION	KNOWLEDGE			VALUE			COMMENTS
	Know a Great Deal 1	Know Some 2	Know Very Little 3	Very Important 1	Somewhat Important 2	Not Very Important 3	
1. Current theories of aging, e.g., activity, continuity, disengagement							
2. The process of human aging--biological, sociological, psychological							
3. ACTION and other volunteer programs - how the elderly can use them							
4. Professional organizations and agencies - social or government - which are resources for service providers							
5. Social services for particular factors in the retirement years, such as loneliness, isolation, social interaction							
6. Life styles, cultural values, and aging process in another ethnic culture (e.g., black paralegal counseling American Indian elder)							
7. Description of Social Security and SSI							
8. Definitions of social and legal advocacy							
9. Geriatric social work							
10. Business practices for managing geriatric facilities							
11. Family adjustment to retirement							
12. Possible illness, disease, and disability associated with old age, i.e., the pathology of aging							
13. Differences in life span between men and women, cultures and races							

STATEMENTS OF KNOWLEDGE AND INFORMATION	KNOWLEDGE			VALUE			COMMENTS
	Know a Great Deal 1	Know Some 2	Know Very Little 3	Very Important 1	Somewhat Important 2	Not Very Important 3	
14. Sensory modification/deprivation in the aging process							
15. Prevalent frauds and crimes against older persons, including quackery							
16. Characteristics and consequences of widowhood							
17. Myths, images, stereotypes, and attitudes about old age:							
a) of service providers							
b) old people themselves							
18. Pastoral/spiritual ministry to old persons							
19. Role change and its effects in retirement, children leaving home, death or other separation from spouse							
20. Chronological versus functional age							
21. Therapy methods:							
a) behavior modification							
b) reality orientation							
c) motivation							
d) sensitivity training							
e) crisis intervention							
22. Current theories of dying and death							
23. Human sexuality in the aging process							
24. Developmental tasks of aging							
25. Communicating with elderly clients							
26. The effects of a youth oriented culture on providing services to the elderly							
27. Local, state, and federal governmental agencies that are resources to service providers for elderly							
28. Home health care							
29. Definitions of aging, aged, old age							

STATEMENTS OF KNOWLEDGE AND INFORMATION	KNOWLEDGE			VALUE			COMMENTS
	Know a Great Deal 1	Know Some 2	Know Very Little 3	Very Important 1	Somewhat Important 2	Not Very Important 3	
30. Major components of the Older Americans Act of 1965 as amended							
31. Roles and responsibilities of service providers in identifying/modifying suitable community resources							
32. Business and management practices for administrators of service providing agencies							
33. Consumer education for older adults							
34. Planning service programs for elderly clients							
35. Rationale, structure and operations of the AoA, state commission on aging, and area agencies on aging							
36. Socioeconomic effects of aging							
37. Nutrition education							
38. Characteristics of institutionalized elderly and their families							
39. Physical fitness							
40. Methods of assessing services needed by elderly clients							
Other							

II. The following is a list of skills that may be useful in your work. Please check the responses as you did in Part I. First, check the box that corresponds to the level of skill you possess regarding that statement and, second, the value of that skill to you and others in your position.

SKILL STATEMENTS	LEVEL OF SKILL			VALUE			COMMENTS
	Very Much 1	Some 2	Not Very Much 3	Very Important 1	Somewhat Important 2	Not Very Important 3	
1. Train others to provide services to elderly clients							
2. Train elders as volunteers							
3. Train all age volunteers to work with elderly							
4. Plan and conduct field trips							
5. Plan transportation for those who lack mobility							
6. Advise old person with a question or problem concerning Social Security and SSI							
7. Perform casework							
8. Counsel terminally ill patients and/or their families							
9. Assess clients' needs for assistance							
10. Design and produce teaching aids to teach elders coping and other self-help skills							
11. Teach budgeting and other home/personal management techniques							
12. Advise clients of Medicare and Medicaid benefits							
13. Counsel clients on wills, taxes and estate planning							
14. Teach self-help							
15. Organize skills of retired persons to benefit the community							
16. Find housing for displaced elderly							
17. Advise older persons on supportive and protective services							
18. Teach crafts							

SKILL STATEMENTS	LEVEL OF SKILL			VALUE			COMMENTS
	Very Much 1	Some 2	Not Very Much 3	Very Important 1	Somewhat Important 2	Not Very Important 3	
19. Plan educational opportunities for persons in retirement age							
20. Plan social/recreational/leisure activities							
21. Plan group work for elders							
22. Plan for educating all age groups to the aging process							
23. Help elders find employment							
24. Advise elders of nutritional needs/plan menus and diets							
25. Conduct physical therapy							
26. Advise families of institutionalized elderly							
27. Work with older people in the community							
Other							

B. Personal Information

1. Sex: M_____ F_____ Race: ____________________

2. Marital Status ____________________

3. Age ____________

C. Educational Information

1. Last year of formal schooling completed (or highest degree)

____

2. Major Area(s) of Study ____________________

3. Minor Area(s) of Study ____________________

4. Are there colleges and universities in the central Ohio area that offer education and training that you need for your job?

Yes _____ No _____

If yes, which one(s) are conveniently located for you?

____________________ ____________________

____________________ ____________________

____________________ ____________________

5. Have you taken advantage of these offerings?

If yes, list the education and training in gerontology that you have had at these institutions.

____

____

____

____

____

____

If no, why not?

____

____

____

____

____

____

Go to Question 7.

6. If education and training have been pursued at central Ohio institutions, how did you learn of it? (Check as many answers as needed.)

_____ Radio advertising

_____ TV advertising

_____ Newspaper advertising

_____ Posters or billboards

_____ My supervisor

_____ Brochure

_____ Fellow employee

_____ Relative/friend

_____ Other (Please explain): ____________________

____

7. List gerontological education and training you have had in agencies and/or institutions outside the central Ohio area:

____

____

____

____

____

____

____

____

8. What opportunities are offered by your employer for you to pursue further education and/or training to further your present job skills? (Check all that apply.)

_____ Tuition reimbursement

_____ Released time

_____ Salary bonus

_____ Frequent promotion

_____ None

_____ Other (Please explain): ____________________

____

D. Employment Information

1. Current Job Title ____________________

2. Name of Agency Where Employed ____________________

3. Primary function/mission of the agency ____________________

____

____

4. Length of time you have been with the agency ____________________

5. If different than Number 4, how long have you been in your current position? ____________________

6. Please list all your specific job duties; if possible, list the most important ones first.

____

____

____

____

____

____

7. How many elderly clients would you estimate that you serve every day?

1 to 10 _____, 11 to 20 _____, 20 or more _____

8. In fulfilling the above duties, how many hours do you work and/or travel outside your agency?

0 _____, 1 to 10 _____, 10 to 20 _____, 20 or more _____

Thank you very much for completing this questionnaire!

DO NOT FILM

CONTINUING EDUCATION NEEDS OF UNITED STATES PROBATION OFFICERS

By

H. Richard Gooch, Ph.D.

The Ohio State University, 1977

Professor William D. Dowling, Advisor

Seven major questions were addressed by mailing a questionnaire to each member of three respondent groups: (1) 371 of the 1,236 United States Probation Officers (officers), (2) all of the 129 Supervising United States Probation Officers (supervisors) and (3) all of the ninety-one District Chief United States Probation Officers (chiefs). Over eighty-five percent of the population responded on items designed to determine:

1. Demographic and professional characteristics of officers.
2. Officers' perceptions of the importance and understanding of nineteen selected competencies.
3. Supervisors' perceptions of the importance and understanding of the competencies to the

performance of the officer's job.

4. Chiefs' perceptions of the importance and understanding of the competencies to the performance of the officer's job.

5. Current continuing education needs of officers as perceived by officers, supervisors and chiefs.

6. Extent of agreement among officers, supervisors and chiefs as to the officers' continuing education needs.

7. Officers', supervisors' and chiefs' methodological preference for training.

Findings included:

1. Officers are predominately male, relatively young and married.

2. Officers are well educated. Nearly all graduated from college and forty-four percent held an advanced degree at the time of their appointment.

3. The need for continuing graduate education is well recognized by officers. Forty-two percent pursued graduate work and twenty percent earned an advanced degree subsequent to their appointment.

4. Officers are relatively new in the United States Probation System. Seventy-eight percent had less than six years of service and only fourteen percent had more than ten years.

5. Officers' participation in non-credit programs of professional growth is limited. Seventy-seven percent do not receive the minimum of forty hours of training per year recommended by the National Advisory Commission on Criminal Justice Standards and Goals.

6. Only ten percent of the officers belong to nationally recognized organizations committed to the improvement of probation services; less than thirty percent belong to state or local probation, parole or corrections associations; and less than fifty percent read the journals and periodicals published by national organizations committed to the improvement of probation and correctional services.

7. Nineteen competency statements were rated by the respondents as to their importance to the officer's job and current level of understanding.

These ratings were then used to determine the training needs of officers; which, in order of decreasing need, are:

a. Recent developments in probation
b. Psychological principles (personality and behavior disorders)
c. Knowledge of sentencing alternatives
d. Understanding constitutional law
e. Skill in one-to-one guidance and counseling
f. Understanding criminal law
g. Skill in dictating evaluative reports
h. Interviewing skills
i. Current issues in probation: National
j. Ability to properly refer probationers
k. Ability to organize information and dictate presentence investigation reports
l. Understanding components of the criminal justice system
m. Ability to manage caseload efficiently
n. Skills as mediator and advocate
o. Knowledge of investigative resources
p. Criminology (causation theory and social problems)
q. public relations
r. Ability to classify caseload

s. Historical development of probation

8. On each competency listed above, with the exceptions of a and i, the study found officers perceiving their educational needs to a lesser degree than either supervisors or chiefs. No evidence was found to indicate that supervisors and chiefs differed as to their views on the educational needs of officers.

CONTINUING EDUCATION NEEDS OF UNITED STATES PROBATION OFFICERS

A STUDY CONDUCTED AT THE U. S. PROBATION OFFICE
U. S. DISTRICT COURT, EASTERN DISTRICT OF PENNSYLVANIA
PHILADELPHIA, PA

INSTRUCTIONS:

ALL OF YOUR ANSWERS SHOULD BE MARKED ON THE SEPARATE ANSWER SHEET AND NOT ON THE QUESTION SHEET ITSELF. IGNORE THE INFORMATION REQUESTED IN THE SHADED AREAS AND LEFT MARGIN OF THE ANSWER SHEET. USE A REGULAR PENCIL (#2), NOT A BALL-POINT PEN. ANSWER EACH OF THE SEVENTY-FOUR (74) QUESTIONS BY BLACKENING THE APPROPRIATE SPACE ON THE ANSWER SHEET AND RETURN ONLY THE ANSWER SHEET TO THE U. S. PROBATION OFFICE, 9000 U. S. COURTHOUSE, 601 MARKET STREET, PHILADELPHIA. A FRANKED, SELF-ADDRESSED ENVELOPE HAS BEEN ENCLOSED FOR YOUR CONVENIENCE.

1. Sex
   - a. Female
   - b. Male
2. What is your marital status?
   - a. Married
   - b. Single
   - c. Widowed, Divorced, Separated
3. What was your highest educational level achieved before your appointment as a U. S. Probation Officer?
   - a. Some college
   - b. Bachelors Degree
   - c. Some graduate work
   - d. Masters Degree
   - e. Doctorate
4. Answer Question #4 or #5, but not both. What was your undergraduate major?
   - a. Social work, social service
   - b. Sociology
   - c. Psychology
   - d. Corrections/criminology
5. Omit this question if you responded to Question #4. What was your undergraduate major?
   - a. Criminal Justice
   - b. Business
   - c. Education
   - d. Other

6. Answer Question #6 or #7, but not both.
What was your graduate major in your Masters Degree Program before your appointment as a U. S. Probation Officer?

   a. Social Work
   b. Sociology
   c. Psychology
   d. Education

7. Omit this question if you responded to Question #6.
What was your graduate major in your Masters Degree Program before your appointment as a U. S. Probation Officer?

   a. Law
   b. Criminal Justice
   c. Business
   d. Other

8. Have you earned a Doctorate since your appointment as a U. S. Probation Officer?

   a. Yes
   b. No

9. Omit this question if your answer to Question #8 is yes.
How much additional college work have you completed since your appointment as a U. S. Probation Officer?

   a. Masters Degree and some additional work
   b. Masters Degree and no additional work
   c. One or more graduate courses; no graduate degree obtained
   d. One or more undergraduate courses; no graduate degree obtained
   e. None

10. While you were still in college did you plan to make corrections your career?

   a. Yes
   b. No

11. As a U. S. Probation and Parole Officer, how adequate do you consider your present overall level of professional preparation?

    a. Very well prepared
    b. Well prepared
    c. Somewhat prepared
    d. Little preparation
    e. Poorly prepared

12. Do you plan to take additional college courses?

    a. Yes
    b. No

13. Skip this question if you answered no to Question #12. Do you plan to complete another degree?

    a. Yes
    b. No

14. How many man hours have you spent, in the past twelve months, participating in organized non-credit training programs related to probation and parole, such as seminars, workshops or conferences (excluding your own district office and programs sponsored by the Federal Judicial Center)?

    a. None
    b. 1-8 hours
    c. 9-24 hours
    d. 25-40 hours
    e. over 40 hours

* * * * * * *

In Questions #15 through #19, I am attempting to determine your participation in the following professional organizations. For each organization listed mark the extent of your participation.

    a. not a member
    b. an inactive member
    c. a relatively inactive member
    d. a moderately active member
    e. a very active member

15. Federal Probation Officers Association

16. Amercian Correctional Association

17. National Council on Crime & Delinquency

18. State (or multi-state) probation, parole and/or corrections association

19. Local probation, parole and/or corrections association

* * * * * * * *

In Questions #20 through #24, I am attempting to determine what journals and periodicals related to probation, parole, and corrections that you read regularly and find to be helpful in your work. For each journal or periodical listed mark how helpful it is to you, using the following scale:

a. very helpful
b. helpful
c. somewhat helpful
d. almost no help
e. do not read it

20. Federal Probation Quarterly

21. American Journal of Corrections

22. National Council on Crime & Delinquency Journal

23. Social Work Journal

24. Social Services Review

* * * * * * * *

Following is a list of competency statements (Questions #25 through #43) expressed in terms of understanding, knowledge, skills and abilities. How do you view their importance to your job now? For each statement, respond on the separate answer sheet, using the following scale:

a. very important
b. important
c. somewhat important
d. little importance
e. almost no importance

COMPETENCIES

25. Understanding the structure, processes and interrelationships among the components of the Criminal Justice System (Components of Criminal Justice System include law enforcement agencies, the Courts, probation, parole, and correctional institutions).

26. Understanding the fundamentals of Criminal Law (Procedures of arrest and detention; court procedures; role of law enforcement agency, judge, prosecuting attorney, defense attorney; trial and sentencing procedures).

27. Understanding of Constitutional Law (especially due process rights of defendants and convicted public offenders; civil rights of the convicted offender).

28. Knowledge of historical structure, background and development of probation and parole at local, state and federal level.

29. Knowledge of criminology (theories of causation and environmental factors and social problems associated with crime).

30. Knowledge of basic psychological principles helpful in working with personality and behavior disorders.

31. Knowledge of new developments in probation and parole and recent recommendations by national commissions and recognized standard setting organizations.

32. Understanding the current issues in probation and parole on national scope.

33. Knowledge of information resources to be contacted during presentence investigation.

34. Skill in interviewing defendants and allied agency representatives.

35. Knowledge of sentencing alternatives.

36. Ability to organize information and dictate presentence reports.

37. Skill in dictating evaluative reports and making recommendations to the Court.

38. Skill in one-to-one guidance and counseling of adult probationers and parolees.

39. Ability to properly and efficiently refer probationers and parolees to community resource agencies.

40. Skill in functional role of probation officer as mediator and advocate between the probationer and the community.

41. Ability to classify caseload.

42. Ability to manage caseload efficiently.

43. Ability to establish and maintain constructive public relations.

* * * * * * *

Following (Questions #44 through #62) is a list of the same competency statements listed above. How do you view your present level of understanding? For each statement, respond on the separate answer sheet using the following scale:

a. very high understanding
b. high understanding
c. some understanding
d. little understanding
e. almost no understanding

COMPETENCIES

44. Understanding the structure, processes, and interrelationships among the components of the Criminal Justice System (Components of the Criminal Justice System include law enforcement agencies, the Courts, probation, parole, and correctional institutions).

45. Understanding the fundamentals of Criminal Law (Procedures of arrest and detention; court procedures; role of law enforcement agency, judge, prosecuting attorney, defense attorney; trial and sentencing procedures).

46. Understanding of Constitutional Law (especially due process rights of defendants and convicted public offenders; civil rights of the convicted felon).

47. Knowledge of historical structure, background and development of probation and parole at local, state and federal level.

48. Knowledge of criminology (theories of causation and environmental factors and social problems associated with crime).

49. Knowledge of basic psychological principles helpful in working with personality and behavior disorders.

50. Knowledge of new developments in probation and parole and recent recommendations by national commissions and recognized standard setting organizations.

51. Understanding the current issues in probation and parole on national scope.

52. Knowledge of information resources to be contacted during presentence investigation.

53. Skill in interviewing defendants and allied agency representatives.

54. Knowledge of sentencing alternatives.

55. Ability to organize information and dictate presentence reports.

56. Skill in dictating evaluative reports and making recommendations to the Court.

57. Skill in one-to-one guidance and counseling of adult probationers and parolees.

58. Ability to properly and efficiently refer probationers and parolees to community resource agencies.

59. Skill in functional role of probation officer as mediator and advocate between the probationer and the community.

60. Ability to classify caseloads.

61. Ability to manage caseloads efficiently.

62. Ability to establish and maintain constructive public relations.

63. In what location would you prefer the Federal Judicial Center hold orientation training for new probation officers?

    a. Washington, D. C. area
    b. Centralized location at regional level

64. What type of training facilities do you prefer for orientation training?

    a. Permanent academy with lodging attached
    b. Permanent academy with separate lodging
    c. Existing Federal Judicial Center
    d. Temporary arrangements in hotels, motels, etc.

To each of the following questions (#65 through #69), answer according to the following scale:

- a. strongly agree
- b. agree
- c. somewhat agree
- d. disagree
- e. strongly disagree

65. The Federal Judicial Center should provide basic training,in addition to orientation training, during the first year of service for new probation officers in interviewing techniques, counseling and other helping roles.

66. The Federal Judicial Center should provide basic training, in addition to orientation training, during the first year of service for new probation officers in criminology.

67. The Federal Judicial Center should provide basis training, in addition to orientation training, during the first year of service for new probation officers in criminal law and procedures, and constitutional law pertaining to the rights of probationers and parolees.

68. The Federal Judicial Center should provide basic training, in addition to orientation training, during the first year of service for new probation officers in the criminal justice system.

69. The Federal Judicial Center should provide basic training, in addition to orientation training, during the first year of service for new probation officers in psychology of personality disorders.

* * * * * * *

70. If you answered affirmatively to at least one of the Questions #65 through #69, what, in your opinion, should be the duration of the entire basic training program you suggested (a single block of time covering areas selected)?

    a. one week
    b. two weeks
    c. three to four weeks
    d. four to six weeks
    e. over six weeks

71. In what location would you prefer the Federal Judicial Center conduct basic training?

    a. Centralized location at regional level
    b. Washington, D. C. area
    c. None

72. What type of training facilities do you prefer for basic training?

    a. Permanent academy with lodging attached
    b. Permanent academy with separate lodging
    c. Existing Federal Judicial Center
    d. Temporary arrangements in hotels, motels, etc.
    e. None

73. In what location would you prefer the Federal Judicial Center conduct advanced training?

    a. Washington, D. C. area
    b. Centralized location at regional level
    c. None

74. What type of training facilities do you prefer for advanced training?

    a. Permanent academy with lodging attached
    b. Permanent academy with separate lodging
    c. Existing Federal Judicial Center
    d. Temporary arrangements in hotels, motels, etc.
    e. None

* * * * * * *

On the back of the answer sheet, please answer the additional questions.

Thank you for your help. Please put this single answer sheet in the envelope and drop it in the mailbox.

* * * * * * *

NAME: * JUDICIAL DISTRICT:

YEARS OF SERVICE: AGE:

ANY OTHER COMMENTS:

*Your name is requested only to provide a means for contacting anyone who may delay in responding. All data will be treated confidentially. No individual will be identified in any reports.

PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME

YOUR FIRST NAME

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TEACHER ONLY: STUDENT ABSENT FOR PART: I II III IV

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STANDARD ANSWER SHEET-A PRINTED IN U.S.A. DS 1120-A

164

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IN-SERVICE EDUCATION NEEDS OF EMPLOYEES OF THE GEORGIA STATE DEPARTMENT OF AGRICULTURE

By

Carlton O'neal, Ph.D.

The Ohio State University, 1977

Professor William D. Dowling, Adviser

The major purposes of this study were: (1) to describe the levels of importance of tasks performed and levels of competency of employees pertaining to the tasks performed as perceived by employees, administrators, and supervisors, and (2) to determine tasks which should be given priority in planning in-service education programs for employees of three selected divisions of the Georgia State Department of Agriculture. The major purposes were described as they relate to the following program divisions: (1) Consumer Protection, (2) Plant Industry, and (3) Weights and Measures.

The populations for the study were employees, administrators, and supervisors in the Consumer Protection, Plant Industry, and Weights and Measures Divisions of the Georgia State Department of Agriculture. A total of 11 supervisors and 15 administrators from the three randomly selected divisions served as respondents. A seventy-five

percent random sample of 115 employees from the three randomly selected divisions also served as respondents.

Mail questionnaires were designed for the purpose of collecting data in order to achieve the objectives of the study. The instruments contained areas of personal data, and a list of task statements designed to obtain (1) levels of importance of tasks performed by employees, and (2) levels of competency possessed by employees. From these data, in-service need indicator scores and agreement index scores were calculated to establish priority for tasks in planning in-service education programs for employees in the three selected divisions.

The instruments were field tested with employees in District One of the Georgia State Department of Agriculture who were not randomly selected to participate in the study. In addition, administrators and supervisors in divisions that were not randomly selected to participate in the study served as respondents in pretesting the instruments. The pretest groups consisted of 21 employees, 6 administrators, and 5 supervisors.

Data collected in the study were analyzed using descriptive statistics. Frequencies and percentages on the levels of importance of tasks performed and levels of competency of employees as perceived by employees, administrators, and supervisors were calculated. Mean score ratings were used to measure the degree of importance and degree of competency for each task as perceived by employees, administrators, and supervisors of the three selected divisions.

Based upon the findings of this study, the following conclusions were reached: Employees and supervisors in the Consumer Protection Division perceived employees more competent than did administrators. The in-service need indicator for employees revealed five tasks in which they were in need of in-service education. Employees and administrators in the Plant Industry Division perceived employees more competent than did supervisors. The in-service need indicator for employees revealed only three tasks in which they were in need of in-service education. Employees in the Weights and Measures Division did not perceive themselves as competent as did administrators. The in-service need indicator for employees revealed 22 tasks in which they were in need of in-service education.

Questionnaire for Consumer Protection Division

EMPLOYEES

Code No. ______________________
(Used only for follow-up purposes)

"Perceived Level of Importance of Tasks Performed and Level of Competency of Employees of Selected Divisions of Georgia State Department of Agriculture With Implications for Training"

Biographical Data

Instructions: Please place an "X" or an answer on one of the appropriate lines for each item in the questionnaire.

1. In what division within the Agriculture Department do your major responsibilities focus?

   ______ Consumer Protection
   ______ Plant Industry
   ______ Weights and Measures
   ______ Other, please specify __________________________

2. What is your position within the division employed?

   ____

3. How many years have you been employed with the Georgia State Department of Agriculture?

   ______

4. How many years have you served in your present position?

   ______

5. Please indicate your age ______

6. Please indicate your sex

   ______ male
   ______ female

7. Please indicate your race

______ Black
______ White
______ Indian
______ Other, please specify ____________________________

8. Indicate highest degree held (check one)

______ High School Diploms
______ Two Year Certificate
______ Associate Degree
______ Other, please specify ______
______ B.S. Degree
______ M.S. Degree
______ Ph.D.

9. Please indicate your major field of study for highest level of education completed ____________________________.

10. Indicate the district in which you are presently employed.

______ District I
______ District II
______ District III
______ District IV
______ District V

Purpose

The major purpose of this questionnaire is to obtain data needed to identify and describe the perceived level of competency of employees of the Georgia State Department of Agriculture. The individual information given in this questionnaire will be kept confidential. However, a copy of the findings of the data after being analyzed will be given to the Georgia State Department of Agriculture in an attempt to develop a more comprehensive training program for employees with the Georgia State Department of Agriculture. The report will not identify any respondents by name or number.

Instructions

A list of potential tasks or competencies that may be needed by agricultural employees has been developed. Rating scales are provided in order to aid you in describing and recording your responses and reactions. Please read each item carefully and then rate each task twice; once for its importance and again for the level of competency.

It is necessary that you answer all questions and react in terms of your most sincere feelings and beliefs. To the left of each task or competency, an importance scale to indicate the importance of the task or competency to your functions as an employee of the Georgia State Department of Agriculture will be found. To the right of each task or competency is a competency scale to indicate the competency you possess to perform the task.

1. React to each task or competency in terms of its importance to your functioning successfully as an employee. Use the following scale in making your rating:

    4 = High Importance
    3 = Above Average Importance
    2 = Some Importance
    1 = Little or No Importance

2. Rate your level of competency to perform the tasks on the scale provided in the column at the right of the tasks. Use the following scale in making your rating:

    4 = High Degree of Competency
    3 = Above Average Competency
    2 = Some Competency
    1 = Little or No Competency

Directions: Please Respond to Each Task or Competency by Circling the Appropriate Numbers

Importance Rating	Tasks	Competency Rating
4 3 2 1	(1) Conduct inspections at an assigned shipping point of a limited variety of fruits and vegetables.	4 3 2 1
4 3 2 1	(2) Determine grade, quality, and conditions of fruit and vegetables.	4 3 2 1
4 3 2 1	(3) Writes certificates of inspection and description of product as to maturity, shape, color, size, and amount of fee charged.	4 3 2 1
4 3 2 1	(4) Coordinate the work of a small group of poultry graders.	4 3 2 1
4 3 2 1	(5) Issue certificates of quality for eggs and poultry graded.	4 3 2 1
4 3 2 1	(6) Check poultry to determine if it is clean of feathers and immersed at the correct water temperature.	4 3 2 1
4 3 2 1	(7) Explain standards of quality and other factors affecting the grade of their products to producers and shippers.	4 3 2 1
4 3 2 1	(8) Inspect food and soft drink manufacturing, distributing, storage, and marketing sites for adulteration, misbranding, and unsanitary conditions.	4 3 2 1
4 3 2 1	(9) Check weights and measure standards of various jurisdictions.	4 3 2 1

Importance Rating	Tasks	Competency Rating
4 3 2 1	(10) Check pre-packaged goods for net content and labeling requirements.	4 3 2 1
4 3 2 1	(11) Verify accuracy of grain moisture meters.	4 3 2 1
4 3 2 1	(12) Inspect milk product receiving plants to determine the quality of butterfat.	4 3 2 1
4 3 2 1	(13) Inspect milk product receiving plants to determine sedimentation and bacteria.	4 3 2 1
4 3 2 1	(14) Inspect milk product receiving plants to check financial and license status of milk dealers.	4 3 2 1
4 3 2 1	(15) Inspect processing plants and dealer outlets handling agriculture seeds to check licensing and labeling.	4 3 2 1
4 3 2 1	(16) Inspect processing plants and dealer outlets handling livestock foodstuff for licensing and labeling.	4 3 2 1
4 3 2 1	(17) Inspect processing plants and dealer outlets handling commercial fertilizer for licensing and labeling.	4 3 2 1
4 3 2 1	(18) Inspect sanitation of animal rendering and garbage cooking plants, livestock pens, vaccination houses, and quarantine pens for water supply and proper drainage.	4 3 2 1
4 3 2 1	(19) Investigate records and complaints concerning the sale of livestock.	4 3 2 1
4 3 2 1	(20) Control the movement of diseased animals.	4 3 2 1

Importance Rating	Tasks	Competency Rating
4 3 2 1	(21) Check the sanitary conditions of egg processing plants and equipment on a continuous basis.	4 3 2 1
4 3 2 1	(22) Knowledge and understanding or procedures in processing complaints.	4 3 2 1
4 3 2 1	(23) Knowledge and understanding of public relations.	4 3 2 1
4 3 2 1	(24) Demonstrate dependable work habits.	4 3 2 1
4 3 2 1	(25) Ability to be a court witness.	4 3 2 1
4 3 2 1	(26) Knowledge of production of agricultural commodities which are inspected.	4 3 2 1
4 3 2 1	(27) Ability to cooperate with other departments.	4 3 2 1
4 3 2 1	(28) Ability to maintain effective working relationships with others.	4 3 2 1
4 3 2 1	(29) Knowledge of the technology and business practices of the industry or operation subject to inspection and regulations.	4 3 2 1
4 3 2 1	(30) Knowledge and understanding of grading standards.	4 3 2 1
4 3 2 1	(31) Ability to conduct correspondence and to draft and file affidavits for prosecution of violators.	4 3 2 1
4 3 2 1	(32) Ability to record and transcribe statistical information accurately.	4 3 2 1
4 3 2 1	(33) Knowledge and understanding of enforcement procedures.	4 3 2 1

Importance Rating				Tasks	Competency Rating			
4	3	2	1	(34) Knowledge and understanding of the techniques of poultry inspection.	4	3	2	1
4	3	2	1	(35) Ability to keep accurate and legible records.	4	3	2	1
4	3	2	1	(36) Ability to recognize the need for disinfection.	4	3	2	1
4	3	2	1	(37) Ability to recognize safe and unsafe food handling procedures.	4	3	2	1
4	3	2	1	(38) Knowledge and understanding of statistical recording procedures.	4	3	2	1
4	3	2	1	(39) Evaluate cleanliness of vending machines.	4	3	2	1
4	3	2	1	(40) Ability to interpret provisions of laws and regulations.	4	3	2	1
4	3	2	1	(41) Knowledge and understanding of the philosophy of the Department of Agriculture.	4	3	2	1
4	3	2	1	(42) Knowledge of state laws and regulations relevant to the duties of the position.	4	3	2	1

ADMINISTRATORS & SUPERVISORS

Code No. ____________________
(Used only for follow-up purposes)

"Perceived Level of Importance of Tasks Performed and Level of Competency of Employees of Selected Divisions of Georgia State Department of Agriculture With Implications for Training"

Biographical Data

Instructions: Please place an "X" or an answer on one of the appropriate lines for each item in the questionnaire.

1. In what division within the Agriculture Department do you work?

______ Plant Industry
______ Weights and Measures
______ Consumer Protection
______ Other, please specify ____________________

2. What is your position within the division employed?

______ administrator
______ supervisor
______ other, please specify ____________________

3. How many years have you been employed with the Georgia State Department of Agriculture? ______

4. How many years have you served in your present position?
______

5. Please indicate your age ______

6. Please indicate your sex

______ male
______ female

7. Please indicate your race

______ Black
______ White
______ Indian
______ Other, please specify ____________________________

8. Indicate highest degree held (check one)

______ High School Diploms
______ Two Year Certificate
______ Associate Degree
______ Other, please specify ______
______ B.S. Degree
______ M.S. Degree
______ Ph.D.

9. Please indicate your major field of study for highest level of education completed ____________________________.

10. Indicate the district in which you are presently employed.

______ District I
______ District II
______ District III
______ District IV
______ District V

Purpose

The major purpose of this questionnaire is to obtain data needed to identify and describe the perceived level of competency of employees of the Georgia State Department of Agriculture. The individual information given in this questionnaire will be kept confidential. However, a copy of the findings of the data after being analyzed will be given to the Georgia State Department of Agriculture in an attempt to develop a more comprehensive training program for employees with the Georgia State Department of Agriculture. The report will not identify any respondents by name or number.

Instructions

A list of potential tasks or competencies that may be needed by agricultural employees has been developed. Rating scales are provided in order to aid you in describing and recording your responses and reactions. Please read each item carefully and then rate each task twice; once for its importance and again for the level of competency.

It is necessary that you answer all questions and react in terms of your most sincere feelings and beliefs. To the left of each task or competency, an importance scale to indicate the importance of the task or competency to your functions as an employee of the Georgia State Department of Agriculture will be found. To the right of each task or competency is a competency scale to indicate the competency you possess to perform the task.

1. React to each task or competency in terms of its importance for employees working under your auspices. Please rate the importance of each task or competency on the scale provided. Use the following scale in making your rating:

   4 = High Importance
   3 = Above Average Importance
   2 = Some Importance
   1 = Little or No Importance

2. Rate employees level of competency to perform the tasks on the scale provided in the column at the right of the tasks. Use the following scale in making your rating.

   4 = High Degree of Competency
   3 = Above Average Competency
   2 = Some Competency
   1 = Little or No Competency

Directions: Please Respond to Each Task or Competency by Circling the Appropriate Numbers

Importance Rating		Tasks	Competency Rating
4 3 2 1	(1)	Conduct inspections at an assigned shipping point of a limited variety of fruits and vegetables.	4 3 2 1
4 3 2 1	(2)	Determine grade, quality, and conditions of fruit and vegetables.	4 3 2 1
4 3 2 1	(3)	Writes certificates of inspection and description of product as to maturity, shape, color, size, and amount of fee charged.	4 3 2 1
4 3 2 1	(4)	Coordinate the work of a small group of poultry graders.	4 3 2 1
4 3 2 1	(5)	Issue certificates of quality for eggs and poultry graded.	4 3 2 1
4 3 2 1	(6)	Check poultry to determine if it is clean of feathers and immersed at the correct water temperature.	4 3 2 1
4 3 2 1	(7)	Explain standards of quality and other factors affecting the grade of their products to producers and shippers.	4 3 2 1
4 3 2 1	(8)	Inspect food and soft drink manufacturing, distributing, storage, and marketing sites for adulteration, misbranding, and unsanitary conditions.	4 3 2 1
4 3 2 1	(9)	Check weights and measure standards of various jurisdictions.	4 3 2 1

Importance Rating		Tasks	Competency Rating
4 3 2 1	(10)	Check pre-packaged goods for net content and labeling requirements.	4 3 2 1
4 3 2 1	(11)	Verify accuracy of grain moisture meters.	4 3 2 1
4 3 2 1	(12)	Inspect milk product receiving plants to determine the quality of butterfat.	4 3 2 1
4 3 2 1	(13)	Inspect milk product receiving plants to determine sedimentation and bacteria.	4 3 2 1
4 3 2 1	(14)	Inspect milk product receiving plants to check financial and license status of milk dealers.	4 3 2 1
4 3 2 1	(15)	Inspect processing plants and dealer outlets handling agriculture seeds to check licensing and labeling.	4 3 2 1
4 3 2 1	(16)	Inspect processing plants and dealer outlets handling livestock foodstuff for licensing and labeling.	4 3 2 1
4 3 2 1	(17)	Inspect processing plants and dealer outlets handling commercial fertilizer for licensing and labeling.	4 3 2 1
4 3 2 1	(18)	Inspect sanitation of animal rendering and garbage cooking plants, livestock pens, vaccination houses, and quarantine pens for water supply and proper drainage.	4 3 2 1
4 3 2 1	(19)	Investigate records and complaints concerning the sale of livestock.	4 3 2 1
4 3 2 1	(20)	Control the movement of diseased animals.	4 3 2 1

Importance Rating		Tasks	Competency Rating
4 3 2 1	(21)	Check the sanitary conditions of egg processing plants and equipment on a continuous basis.	4 3 2 1
4 3 2 1	(22)	Knowledge and understanding or procedures in processing complaints.	4 3 2 1
4 3 2 1	(23)	Knowledge and understanding of public relations.	4 3 2 1
4 3 2 1	(24)	Demonstrate dependable work habits.	4 3 2 1
4 3 2 1	(25)	Ability to be a court witness.	4 3 2 1
4 3 2 1	(26)	Knowledge of production of agricultural commodities which are inspected.	4 3 2 1
4 3 2 1	(27)	Ability to cooperate with other departments.	4 3 2 1
4 3 2 1	(28)	Ability to maintain effective working relationships with others.	4 3 2 1
4 3 2 1	(29)	Knowledge of the technology and business practices of the industry or operation subject to inspection and regulations.	4 3 2 1
4 3 2 1	(30)	Knowledge and understanding of grading standards.	4 3 2 1
4 3 2 1	(31)	Ability to conduct correspondence and to draft and file affidavits for prosecution of violators.	4 3 2 1
4 3 2 1	(32)	Ability to record and transcribe statistical information accurately.	4 3 2 1
4 3 2 1	(33)	Knowledge and understanding of enforcement procedures.	4 3 2 1

Importance Rating					Tasks	Competency Rating			
4	3	2	1	(34)	Knowledge and understanding of the techniques of poultry inspection.	4	3	2	1
4	3	2	1	(35)	Ability to keep accurate and legible records.	4	3	2	1
4	3	2	1	(36)	Ability to recognize the need for disinfection.	4	3	2	1
4	3	2	1	(37)	Ability to recognize safe and unsafe food handling procedures.	4	3	2	1
4	3	2	1	(38)	Knowledge and understanding of statistical recording procedures.	4	3	2	1
4	3	2	1	(39)	Evaluate cleanliness of vending machines.	4	3	2	1
4	3	2	1	(40)	Ability to interpret provisions of laws and regulations.	4	3	2	1
4	3	2	1	(41)	Knowledge and understanding of the philosophy of the Department of Agriculture.	4	3	2	1
4	3	2	1	(42)	Knowledge of state laws and regulations relevant to the duties of the position.	4	3	2	1

Questionnaire for Plant Industry Division

EMPLOYEES

Code No. ______________________
(Used only for follow-up purposes)

"Perceived Level of Importance of Tasks Performed and Level of Competency of Employees of Selected Divisions of Georgia State Department of Agriculture With Implications for Training"

Biographical Data

Instructions: Please place an "X" or an answer on one of the appropriate lines for each item in the questionnaire.

1. In what division within the Agriculture Department do your major responsibilities focus?

   ______ Consumer Protection
   ______ Plant Industry
   ______ Weights and Measures
   ______ Other, please specify ___________________________

2. What is your position within the division employed?

   ____

3. How many years have you been employed with the Georgia State Department of Agriculture?

   ______

4. How many years have you served in your present position?

   ______

5. Please indicate your age ______

6. Please indicate your sex

   ______ male
   ______ female

7. Please indicate your race

______ Black
______ White
______ Indian
______ Other, please specify ______________________________

8. Indicate highest degree held (check one)

______ High School Diploms
______ Two Year Certificate
______ Associate Degree
______ Other, please specify ______
______ B.S. Degree
______ M.S. Degree
______ Ph.D.

9. Please indicate your major field of study for highest level of education completed ______________________________.

10. Indicate the district in which you are presently employed.

______ District I
______ District II
______ District III
______ District IV
______ District V

Purpose

The major purpose of this questionnaire is to obtain data needed to identify and describe the perceived level of competency of employees of the Georgia State Department of Agriculture. The individual information given in this questionnaire will be kept confidential. However, a copy of the findings of the data after being analyzed will be given to the Georgia State Department of Agriculture in an attempt to develop a more comprehensive training program for employees with the Georgia State Department of Agriculture. The report will not identify any respondents by name or number.

Instructions

A list of potential tasks or competencies that may be needed by agricultural employees has been developed. Rating scales are provided in order to aid you in describing and recording your responses and reactions. Please read each item carefully and then rate each task twice; once for its importance and again for the level of competency.

It is necessary that you answer all questions and react in terms of your most sincere feelings and beliefs. To the left of each task or competency, an importance scale to indicate the importance of the task or competency to your functions as an employee of the Georgia State Department of Agriculture will be found. To the right of each task or competency is a competency scale to indicate the competency you possess to perform the task.

1. React to each task or competency in terms of its importance to your functioning successfully as an employee. Use the following scale in making your rating:

   4 = High Importance
   3 = Above Average Importance
   2 = Some Importance
   1 = Little or No Importance

2. Rate your level of competency to perform the tasks on the scale provided in the column at the right of the tasks. Use the following scale in making your rating:

   4 = High Degree of Competency
   3 = Above Average Competency
   2 = Some Competency
   1 = Little or No Competency

Directions: Please Respond to Each Task or Competency by Circling the Appropriate Numbers

Importance Rating		Tasks	Competency Rating
4 3 2 1	(1)	Conducts inspection of medicated feed mills for the Federal Food and Drug Administration.	4 3 2 1
4 3 2 1	(2)	Post and keep current records concerning commodities, licensees' products violations of laws.	4 3 2 1
4 3 2 1	(3)	Inspects anhydrous amonia facilities and equipment used in fertilizer distribution.	4 3 2 1
4 3 2 1	(4)	Observe storage and display conditions to check cleanliness, rodent, and insect damage.	4 3 2 1
4 3 2 1	(5)	Observe storage and display conditions accuracy and legibility of labeling.	4 3 2 1
4 3 2 1	(6)	Check treated and/or inoculated seeds for proper labeling and storage.	4 3 2 1
4 3 2 1	(7)	Check for presence of labeling permits and tax stamps.	4 3 2 1
4 3 2 1	(8)	Divide samples into pure seed, crop seed, and weed seed using hand lens and forceps.	4 3 2 1
4 3 2 1	(9)	Check for noxious weed seed.	4 3 2 1
4 3 2 1	(10)	Determine the purity and germination of seeds.	4 3 2 1
4 3 2 1	(11)	Check for abnormal and dead seeds.	4 3 2 1

Importance Rating		Tasks	Competency Rating
4 3 2 1	(12)	Separate and identify seeds to determine pure seed content.	4 3 2 1
4 3 2 1	(13)	Use germination equipment and determine correct heat, moisture, and light factors.	4 3 2 1
4 3 2 1	(14)	Analyze packaged seeds to determine if package contents come within tolerance limits of matching quantity and quality specifications on the label.	4 3 2 1
4 3 2 1	(15)	Maintain a crop and weed seed herbarium.	4 3 2 1
4 3 2 1	(16)	Interpret germination results in order to determine the percentage of seed which will produce plants.	4 3 2 1
4 3 2 1	(17)	Ability to identify field crops, vegetable, and weed seeds.	4 3 2 1
4 3 2 1	(18)	Ability to operate delicate analytical balances.	4 3 2 1
4 3 2 1	(19)	Knowledge of the provisions of state and federal laws which govern labeling, testing, and distribution of agricultural seeds.	4 3 2 1
4 3 2 1	(20)	Knowledge of advanced methods of germinating seeds.	4 3 2 1
4 3 2 1	(21)	Inspect commercial nursery stock within an assigned area and identify any plant pest which may be present.	4 3 2 1
4 3 2 1	(22)	Collect samples and other evidence necessary to support regulatory action.	4 3 2 1

Importance Rating	Tasks	Competency Rating
4 3 2 1	(23) Conduct laboratory, greenhouse, and field investigations of nursery stock following storage under different environmental conditions and periods of time.	4 3 2 1
4 3 2 1	(24) Examine samples collected from sale places by field personnel to corroborate their diagnoses and decisions.	4 3 2 1
4 3 2 1	(25) Knowledge and understanding of public relations.	4 3 2 1
4 3 2 1	(26) Knowledge and understanding of procedures in processing complaints.	4 3 2 1
4 3 2 1	(27) Knowledge of the range of environmental germination factors best suited to stimulate growth.	4 3 2 1
4 3 2 1	(28) Knowledge of the plant pathogenes which may influence the germination of seeds adversely.	4 3 2 1
4 3 2 1	(29) Ability to cooperate with other departments.	4 3 2 1
4 3 2 1	(30) Ability to maintain effective working relationships with others.	4 3 2 1
4 3 2 1	(31) Knowledge and understanding of how to analyze reports.	4 3 2 1
4 3 2 1	(32) Knowledge and understanding of the use of herbicides and pesticides in nuisance control.	4 3 2 1

Importance Rating				Tasks	Competency Rating			
4	3	2	1	(33) Ability to conduct efficient pathological and laboratory examinations.	4	3	2	1
4	3	2	1	(34) Ability to establish and maintain harmonious relationships with allied agencies and general public.	4	3	2	1
4	3	2	1	(35) Knowledge and understanding of grading standards.	4	3	2	1
4	3	2	1	(36) Ability to conduct correspondence and to draft and file affidavits for prosecution of violators.	4	3	2	1
4	3	2	1	(37) Ability to record and transcribe statistical information accurately.	4	3	2	1
4	3	2	1	(38) Knowledge of grass and crop seeds and identification.	4	3	2	1
4	3	2	1	(39) Knowledge and understanding of enforcement procedures.	4	3	2	1
4	3	2	1	(40) Ability to secure facts through investigation and inspection and to formulate solutions to problems.	4	3	2	1
4	3	2	1	(41) Ability to recognize pathological diseases associated with seeds.	4	3	2	1
4	3	2	1	(42) Ability to keep accurate and legible records.	4	3	2	1
4	3	2	1	(43) Knowledge and understanding of soil types and efficient absorption.	4	3	2	1
4	3	2	1	(44) Ability to recognize noxious weeds.	4	3	2	1

Importance Rating	Tasks	Competency Rating
4 3 2 1	(45) Knowledge and understanding of how to verify accuracy of grain moisture meters.	4 3 2 1
4 3 2 1	(46) Ability to interpret provisions of laws and regulations.	4 3 2 1
4 3 2 1	(47) Knowledge and understanding of the philosophy of the Department of Agriculture.	4 3 2 1
4 3 2 1	(48) Knowledge of state laws and regulations relevant to the duties of the position.	4 3 2 1
4 3 2 1	(49) Demonstrate dependable work habits.	4 3 2 1

ADMINISTRATORS & SUPERVISORS

Code No. ______________________________
(Used only for follow-up purposes)

"Perceived Level of Importance of Tasks Performed and Level of Competency of Employees of Selected Divisions of Georgia State Department of Agriculture With Implications for Training"

Biographical Data

Instructions: Please place an "X" or an answer on one of the appropriate lines for each item in the questionnaire.

1. In what division within the Agriculture Department do you work?

______ Plant Industry
______ Weights and Measures
______ Consumer Protection
______ Other, please specify ______________________________

2. What is your position within the division employed?

______ administrator
______ supervisor
______ other, please specify ______________________________

3. How many years have you been employed with the Georgia State Department of Agriculture? ______

4. How many years have you served in your present position?
______

5. Please indicate your age ______

6. Please indicate your sex

______ male
______ female

7. Please indicate your race

______ Black
______ White
______ Indian
______ Other, please specify ____________________

8. Indicate highest degree held (check one)

______ High School Diploms
______ Two Year Certificate
______ Associate Degree
______ Other, please specify ______
______ B.S. Degree
______ M.S. Degree
______ Ph.D.

9. Please indicate your major field of study for highest level of education completed ____________________.

10. Indicate the district in which you are presently employed.

______ District I
______ District II
______ District III
______ District IV
______ District V

Purpose

The major purpose of this questionnaire is to obtain data needed to identify and describe the perceived level of competency of employees of the Georgia State Department of Agriculture. The individual information given in this questionnaire will be kept confidential. However, a copy of the findings of the data after being analyzed will be given to the Georgia State Department of Agriculture in an attempt to develop a more comprehensive training program for employees with the Georgia State Department of Agriculture. The report will not identify any respond nts by name or number.

Instructions

A list of potential tasks or competencies that may be needed by agricultural employees has been developed. Rating scales are provided in order to aid you in describing and recording your responses and reactions. Please read each item carefully and then rate each task twice; once for its importance and again for the level of competency.

It is necessary that you answer all questions and react in terms of your most sincere feelings and beliefs. To the left of each task or competency, an importance scale to indicate the importance of the task or competency to your functions as an employee of the Georgia State Department of Agriculture will be found. To the right of each task or competency is a competency scale to indicate the competency you possess to perform the task.

1. React to each task or competency in terms of its importance for employees working under your auspices. Please rate the importance of each task or competency on the scale provided. Use the following scale in making your rating:

   4 = High Importance
   3 = Above Average Importance
   2 = Some Importance
   1 = Little or No Importance

2. Rate employees level of competency to perform the tasks on the scale provided in the column at the right of the tasks. Use the following scale in making your rating.

   4 = High Degree of Competency
   3 = Above Average Competency
   2 = Some Competency
   1 = Little or No Competency

Directions: Please Respond to Each Task or Competency by Circling the Appropriate Numbers

Importance Rating		Tasks	Competency Rating
4 3 2 1	(1)	Conducts inspection of medicated feed mills for the Federal Food and Drug Administration.	4 3 2 1
4 3 2 1	(2)	Post and keep current records concerning commodities, licensees' products violations of laws.	4 3 2 1
4 3 2 1	(3)	Inspects anhydrous amonia facilities and equipment used in fertilizer distribution.	4 3 2 1
4 3 2 1	(4)	Observe storage and display conditions to check cleanliness, rodent, and insect damage.	4 3 2 1
4 3 2 1	(5)	Observe storage and display conditions accuracy and legibility of labeling.	4 3 2 1
4 3 2 1	(6)	Check treated and/or inoculated seeds for proper labeling and storage.	4 3 2 1
4 3 2 1	(7)	Check for presence of labeling permits and tax stamps.	4 3 2 1
4 3 2 1	(8)	Divide samples into pure seed, crop seed, and weed seed using hand lens and forceps.	4 3 2 1
4 3 2 1	(9)	Check for noxious weed seed.	4 3 2 1
4 3 2 1	(10)	Determine the purity and germination of seeds.	4 3 2 1
4 3 2 1	(11)	Check for abnormal and dead seeds.	4 3 2 1

Importance Rating		Tasks	Competency Rating
4 3 2 1	(12)	Separate and identify seeds to determine pure seed content.	4 3 2 1
4 3 2 1	(13)	Use germination equipment and determine correct heat, moisture, and light factors.	4 3 2 1
4 3 2 1	(14)	Analyze packaged seeds to determine if package contents come within tolerance limits of matching quantity and quality specifications on the label.	4 3 2 1
4 3 2 1	(15)	Maintain a crop and weed seed herbarium.	4 3 2 1
4 3 2 1	(16)	Interpret germination results in order to determine the percentage of seed which will produce plants.	4 3 2 1
4 3 2 1	(17)	Ability to identify field crops, vegetable, and weed seeds.	4 3 2 1
4 3 2 1	(18)	Ability to operate delicate analytical balances.	4 3 2 1
4 3 2 1	(19)	Knowledge of the provisions of state and federal laws which govern labeling, testing, and distribution of agricultural seeds.	4 3 2 1
4 3 2 1	(20)	Knowledge of advanced methods of germinating seeds.	4 3 2 1
4 3 2 1	(21)	Inspect commercial nursery stock within an assigned area and identify any plant pest which may be present.	4 3 2 1
4 3 2 1	(22)	Collect samples and other evidence necessary to support regulatory action.	4 3 2 1

Importance Rating		Tasks	Competency Rating
4 3 2 1	(23)	Conduct laboratory, greenhouse, and field investigations of nursery stock following storage under different environmental conditions and periods of time.	4 3 2 1
4 3 2 1	(24)	Examine samples collected from sale places by field personnel to corroborate their diagnoses and decisions.	4 3 2 1
4 3 2 1	(25)	Knowledge and understanding of public relations.	4 3 2 1
4 3 2 1	(26)	Knowledge and understanding of procedures in processing complaints.	4 3 2 1
4 3 2 1	(27)	Knowledge of the range of environmental germination factors best suited to stimulate growth.	4 3 2 1
4 3 2 1	(28)	Knowledge of the plant pathogenes which may influence the germination of seeds adversely.	4 3 2 1
4 3 2 1	(29)	Ability to cooperate with other departments.	4 3 2 1
4 3 2 1	(30)	Ability to maintain effective working relationships with others.	4 3 2 1
4 3 2 1	(31)	Knowledge and understanding of how to analyze reports.	4 3 2 1
4 3 2 1	(32)	Knowledge and understanding of the use of herbicides and pesticides in nuisance control.	4 3 2 1

Importance Rating	Tasks	Competency Rating
4 3 2 1	(33) Ability to conduct efficient pathological and laboratory examinations.	4 3 2 1
4 3 2 1	(34) Ability to establish and maintain harmonious relationships with allied agencies and general public.	4 3 2 1
4 3 2 1	(35) Knowledge and understanding of grading standards.	4 3 2 1
4 3 2 1	(36) Ability to conduct correspondence and to draft and file affidavits for prosecution of violators.	4 3 2 1
4 3 2 1	(37) Ability to record and transcribe statistical information accurately.	4 3 2 1
4 3 2 1	(38) Knowledge of grass and crop seeds and identification.	4 3 2 1
4 3 2 1	(39) Knowledge and understanding of enforcement procedures.	4 3 2 1
4 3 2 1	(40) Ability to secure facts through investigation and inspection and to formulate solutions to problems.	4 3 2 1
4 3 2 1	(41) Ability to recognize pathological diseases associated with seeds.	4 3 2 1
4 3 2 1	(42) Ability to keep accurate and legible records.	4 3 2 1
4 3 2 1	(43) Knowledge and understanding of soil types and efficient absorption.	4 3 2 1
4 3 2 1	(44) Ability to recognize noxious weeds.	4 3 2 1

Importance Rating	Tasks	Competency Rating
4 3 2 1	(45) Knowledge and understanding of how to verify accuracy of grain moisture meters.	4 3 2 1
4 3 2 1	(46) Ability to interpret provisions of laws and regulations.	4 3 2 1
4 3 2 1	(47) Knowledge and understanding of the philosophy of the Department of Agriculture.	4 3 2 1
4 3 2 1	(48) Knowledge of state laws and regulations relevant to the duties of the position.	4 3 2 1
4 3 2 1	(49) Demonstrate dependable work habits.	4 3 2 1

Questionnaire for Weights and Measures Division

EMPLOYEES

Code No. ______________________
(Used only for follow-up purposes)

"Perceived Level of Importance of Tasks Performed and Level of Competency of Employees of Selected Divisions of Georgia State Department of Agriculture With Implications for Training"

Biographical Data

Instructions: Please place an "X" or an answer on one of the appropriate lines for each item in the questionnaire.

1. In what division within the Agriculture Department do your major responsibilities focus?

______ Consumer Protection
______ Plant Industry
______ Weights and Measures
______ Other, please specify __________________________

2. What is your position within the division employed?

____

3. How many years have you been employed with the Georgia State Department of Agriculture?

______

4. How many years have you served in your present position?

______

5. Please indicate your age ______

6. Please indicate your sex

______ male
______ female

7. Please indicate your race

______ Black
______ White
______ Indian
______ Other, please specify ______________________________.

8. Indicate highest degree held (check one)

______ High School Diploms
______ Two Year Certificate
______ Associate Degree
______ Other, please specify ______

______ B.S. Degree
______ M.S. Degree
______ Ph.D.

9. Please indicate your major field of study for highest level of education completed ______________________________.

10. Indicate the district in which you are presently employed.

______ District I
______ District IV
______ District II
______ District V
______ District III

Purpose

The major purpose of this questionnaire is to obtain data needed to identify and describe the perceived level of competency of employees of the Georgia State Department of Agriculture. The individual information given in this questionnaire will be kept confidential. However, a copy of the findings of the data after being analyzed will be given to the Georgia State Department of Agriculture in an attempt to develop a more comprehensive training program for employees with the Georgia State Department of Agriculture. The report will not identify any respondents by name or number.

Instructions

A list of potential tasks or competencies that may be needed by agricultural employees has been developed. Rating scales are provided in order to aid you in describing and recording your responses and reactions. Please read each item carefully and then rate each task twice; once for its importance and again for the level of competency.

It is necessary that you answer all questions and react in terms of your most sincere feelings and beliefs. To the left of each task or competency, an importance scale to indicate the importance of the task or competency to your functions as an employee of the Georgia State Department of Agriculture will be found. To the right of each task or competency is a competency scale to indicate the competency you possess to perform the task.

1. React to each task or competency in terms of its importance to your functioning successfully as an employee. Use the following scale in making your rating:

    4 = High Importance
    3 = Above Average Importance
    2 = Some Importance
    1 = Little or No Importance

2. Rate your level of competency to perform the tasks on the scale provided in the column at the right of the tasks. Use the following scale in making your rating:

    4 = High Degree of Competency
    3 = Above Average Competency
    2 = Some Competency
    1 = Little or No Competency

Directions: Please Respond to Each Task or Competency by Circling the Appropriate Numbers

Importance Rating		Tasks	Competency Rating
4 3 2 1	(1)	Check accuracy of commercial vehicle, and livestock scales.	4 3 2 1
4 3 2 1	(2)	Check accuracy measures of weights and prices of retail and wholesale service station gasoline meters.	4 3 2 1
4 3 2 1	(3)	Check the accuracy of supermarket scales, products, and labels.	4 3 2 1
4 3 2 1	(4)	Advise and assist county and city weights and measures inspectors on related problems.	4 3 2 1
4 3 2 1	(5)	Appear as a court witness.	4 3 2 1
4 3 2 1	(6)	Attend special training courses.	4 3 2 1
4 3 2 1	(7)	Maintain scale and meter testing reports.	4 3 2 1
4 3 2 1	(8)	Condemn measuring and measuring devices when necessary.	4 3 2 1
4 3 2 1	(9)	Test and calibrate office and field standards of mass, capacity, and length to meet requirements of the National Bureau of Standards.	4 3 2 1
4 3 2 1	(10)	Maintain laboratory measuring instruments at maximum operating efficiency.	4 3 2 1
4 3 2 1	(11)	Weight or measure content of official samples of prepackaged merchandise.	4 3 2 1

Importance Rating	Tasks	Competency Rating
4 3 2 1	(12) Conduct special tests on commercial equipment.	4 3 2 1
4 3 2 1	(13) Recommends approval, modification, or rejection of weighing and measuring devices sold or used in Georgia.	4 3 2 1
4 3 2 1	(14) Consult with business, industry, or National Bureau of Standards on technical matters of measurement.	4 3 2 1
4 3 2 1	(15) Write technical reports of laboratory tests relating to weights and measures.	4 3 2 1
4 3 2 1	(16) Write promotional literature to inform businesses and general public about weights and measures programs.	4 3 2 1
4 3 2 1	(17) Knowledge and understanding of procedures in processing complaints.	4 3 2 1
4 3 2 1	(18) Knowledge and understanding of public relations.	4 3 2 1
4 3 2 1	(19) Ability to cooperate with other departments.	4 3 2 1
4 3 2 1	(20) Ability to maintain effective working relationships with others.	4 3 2 1
4 3 2 1	(21) Knowledge an understanding of how to analyze reports.	4 3 2 1
4 3 2 1	(22) Ability to establish and maintain harmonious relationships with allied agencies and general public.	4 3 2 1

Importance Rating		Tasks	Competency Rating
4 3 2 1	(23)	Ability to conduct correspondence and to draft and file affidavits for prosecution of violators.	4 3 2 1
4 3 2 1	(24)	Ability to record and transcribe statistical information accurately.	4 3 2 1
4 3 2 1	(25)	Knowledge and understanding of enforcement procedures.	4 3 2 1
4 3 2 1	(26)	Ability to secure facts through investigation and inspection and to formulate solutions to problems.	4 3 2 1
4 3 2 1	(27)	Ability to keep accurate legible records.	4 3 2 1
4 3 2 1	(28)	Check pre-packaged goods for net content and labeling requirements.	4 3 2 1
4 3 2 1	(29)	Knowledge and understanding of operating delicate analytical balances.	4 3 2 1
4 3 2 1	(30)	Check weights and measure standards of various jurisdictions.	4 3 2 1
4 3 2 1	(31)	Ability to interpret provisions of laws and regulations.	4 3 2 1
4 3 2 1	(32)	Knowledge and understanding of the philosophy of the Department of Agriculture.	4 3 2 1
4 3 2 1	(33)	Knowledge of state laws and regulations relevant to the duties of the position.	4 3 2 1
4 3 2 1	(34)	Demonstrate dependable work habits.	4 3 2 1

ADMINISTRATORS & SUPERVISORS

Code No. ______________________
(Used only for follow-up purposes)

"Perceived Level of Importance of Tasks Performed and Level of Competency of Employees of Selected Divisions of Georgia State Department of Agriculture With Implications for Training"

Biographical Data

Instructions: Please place an "X" or an answer on one of the appropriate lines for each item in the questionnaire.

1. In what division within the Agriculture Department do you work?

_____ Plant Industry
_____ Weights and Measures
_____ Consumer Protection
_____ Other, please specify ______________________

2. What is your position within the division employed?

_____ administrator
_____ supervisor
_____ other, please specify ______________________

3. How many years have you been employed with the Georgia State Department of Agriculture? _____

4. How many years have you served in your present position? _____

5. Please indicate your age _____

6. Please indicate your sex

_____ male
_____ female

7. Please indicate your race

______ Black
______ White
______ Indian
______ Other, please specify ______________________________

8. Indicate highest degree held (check one)

______ High School Diploms
______ Two Year Certificate
______ Associate Degree
______ Other, please specify ______
______ B.S. Degree
______ M.S. Degree
______ Ph.D.

9. Please indicate your major field of study for highest level of education completed ______________________________.

10. Indicate the district in which you are presently employed.

______ District I ______ District II ______ District III
______ District IV ______ District V

Purpose

The major purpose of this questionnaire is to obtain data needed to identify and describe the perceived level of competency of employees of the Georgia State Department of Agriculture. The individual information given in this questionnaire will be kept confidential. However, a copy of the findings of the data after being analyzed will be given to the Georgia State Department of Agriculture in an attempt to develop a more comprehensive training program for employees with the Georgia State Department of Agriculture. The report will not identify any respondents by name or number.

Instructions

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It is necessary that you answer all questions and react in terms of your most sincere feelings and beliefs. To the left of each task or competency, an importance scale to indicate the importance of the task or competency to your functions as an employee of the Georgia State Department of Agriculture will be found. To the right of each task or competency is a competency scale to indicate the competency you possess to perform the task.

1. React to each task or competency in terms of its importance to your functioning successfully as an employee. Use the following scale in making your rating:

   4 = High Importance
   3 = Above Average Importance
   2 = Some Importance
   1 = Little or No Importance

2. Rate your level of competency to perform the tasks on the scale provided in the column at the right of the tasks. Use the following scale in making your rating:

   4 = High Degree of Competency
   3 = Above Average Competency
   2 = Some Competency
   1 = Little or No Competency

Directions: Please Respond to Each Task or Competency by Circling the Appropriate Numbers

Importance Rating	Tasks	Competency Rating
4 3 2 1	(1) Check accuracy of commercial vehicle, and livestock scales.	4 3 2 1
4 3 2 1	(2) Check accuracy measures of weights and prices of retail and wholesale service station gasoline meters.	4 3 2 1
4 3 2 1	(3) Check the accuracy of supermarket scales, products, and labels.	4 3 2 1
4 3 2 1	(4) Advise and assist county and city weights and measures inspectors on related problems.	4 3 2 1
4 3 2 1	(5) Appear as a court witness.	4 3 2 1
4 3 2 1	(6) Attend special training courses.	4 3 2 1
4 3 2 1	(7) Maintain scale and meter testing reports.	4 3 2 1
4 3 2 1	(8) Condemn measuring and measuring devices when necessary.	4 3 2 1
4 3 2 1	(9) Test and calibrate office and field standards of mass, capacity, and length to meet requirements of the National Bureau of Standards.	4 3 2 1
4 3 2 1	(10) Maintain laboratory measuring instruments at maximum operating efficiency.	4 3 2 1
4 3 2 1	(11) Weight or measure content of official samples of prepackaged merchandise.	4 3 2 1

Importance Rating		Tasks	Competency Rating
4 3 2 1	(12)	Conduct special tests on commercial equipment.	4 3 2 1
4 3 2 1	(13)	Recommends approval, modification, or rejection of weighing and measuring devices sold or used in Georgia.	4 3 2 1
4 3 2 1	(14)	Consult with business, industry, or National Bureau of Standards on technical matters of measurement.	4 3 2 1
4 3 2 1	(15)	Write technical reports of laboratory tests relating to weights and measures.	4 3 2 1
4 3 2 1	(16)	Write promotional literature to inform businesses and general public about weights and measures programs.	4 3 2 1
4 3 2 1	(17)	Knowledge and understanding of procedures in processing complaints.	4 3 2 1
4 3 2 1	(18)	Knowledge and understanding of public relations.	4 3 2 1
4 3 2 1	(19)	Ability to cooperate with other departments.	4 3 2 1
4 3 2 1	(20)	Ability to maintain effective working relationships with others.	4 3 2 1
4 3 2 1	(21)	Knowledge an understanding of how to analyze reports.	4 3 2 1
4 3 2 1	(22)	Ability to establish and maintain harmonious relationships with allied agencies and general public.	4 3 2 1

Importance Rating	Tasks	Competency Rating
4 3 2 1	(23) Ability to conduct correspondence and to draft and file affidavits for prosecution of violators.	4 3 2 1
4 3 2 1	(24) Ability to record and transcribe statistical information accurately.	4 3 2 1
4 3 2 1	(25) Knowledge and understanding of enforcement procedures.	4 3 2 1
4 3 2 1	(26) Ability to secure facts through investigation and inspection and to formulate solutions to problems.	4 3 2 1
4 3 2 1	(27) Ability to keep accurate legible records.	4 3 2 1
4 3 2 1	(28) Check pre-packaged goods for net content and labeling requirements.	4 3 2 1
4 3 2 1	(29) Knowledge and understanding of operating delicate analytical balances.	4 3 2 1
4 3 2 1	(30) Check weights and measure standards of various jurisdictions.	4 3 2 1
4 3 2 1	(31) Ability to interpret provisions of laws and regulations.	4 3 2 1
4 3 2 1	(32) Knowledge and understanding of the philosophy of the Department of Agriculture.	4 3 2 1
4 3 2 1	(33) Knowledge of state laws and regulations relevant to the duties of the position.	4 3 2 1
4 3 2 1	(34) Demonstrate dependable work habits.	4 3 2 1